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POD All Year Round

As the academic year comes to an end at many colleges and universities, campus life may slow down a little for some, and it would be easy to assume that not much is happening on campus. But I expect a lot of POD members know better than that, as they enter a summer of planning, writing, teaching, organizing, designing, and leading.

Likewise, with so much of POD's presence tied to our annual conference in the autumn, it might be easy for some to assume that not much is happening in POD at this time of year. But they'd be wrong.

The conference may not be until November, but our fearless conference team (Victoria Bhavsar, Patty Payette, Allison Boye, and Jake Glover) has been working hard all winter and spring to create what promises to be a fantastic conference. You'll be hearing much more about it as we get closer to fall.

But POD as an organization is much more than a conference. Those 4-5 days in Pittsburgh will be wonderful and, if you're like me, will be a highlight of your year, but POD strives to be a year-round community. And now, more than ever, we are looking for ways to serve and interact with our membership throughout the year.

The Core Committee--POD's elected board of directors--met in late March for its spring meeting. Core and the various working committees within POD have been working on a number of different projects and measures that will help POD provide greater year round support for its members. I'd like to talk about three of these: the new website, a new generation of To Improve the Academy, and new Special Interest Groups (SIGs).

The New Website

The first initiative to strengthen a year-round presence for POD is the new website, which will be unveiled very soon. The Electronic Communication and Resource Committee has been working diligently for several months to get our new, interactive site ready. Volunteers have been designing the structure, planning new features, and doing the thankless work of

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copying over content.

What will the new website mean for you? By using a content management system, the new site will allow committees and elected representatives and our executive director to make updates without going through a web designer. That will allow us to share resources, news, events, and updates in a more regular and timely fashion.

The website will also have a blog, featuring a variety of guest bloggers, in which you can read about what's going on within POD and in our profession.

And, perhaps most exciting, the new site will have a members-only area in which you can share information about yourself, browse for other members with similar professional interests, join in online threaded discussion, and renew your membership. We're hoping that this area will be a great place to strengthen the bonds of our community and increase the opportunities for interaction.

To Improve the Academy

Another item Core approved was a proposal from an ad hoc committee chaired by Deandra Little. This committee spent several months exploring options for improving the visibility and accessibility of POD's premiere publication, *To Improve the Academy* (TIA). Their proposal, approved by Core, was to transform TIA from a book format to an electronic journal, with two issues published annually. The new TIA journal will be indexed in EBSCO, ERIC, and Google Scholar. What does this mean for you? Well, most obviously, you will now be getting a second issue halfway through the year instead of only one issue at the time of the conference. But more important, this change will make it easier for scholars to find the great articles published in TIA and will help us become more of a voice in the scholarship of educational development.

But if you're one of those who cherish having print copies of TIA on your shelf, fear not. A paper a printed compilation of the most significant articles from the journal will be issued every two years, so you can keep building your collection. And don't forget that you also still have access to pre-1998 issues of *TIA* through [POD's digital archives](#)

Special Interest Groups (SIGs)

Finally, Core also approved a pilot program for Special Interest Groups (SIGs) as a way to help us make connections with subgroups of members within POD. As POD grows, it has become impossible to know everyone or even to know all the different types of work that our members do. So one answer is to build communities within our larger community, as many of you have already done.

In the past, those with shared interests have met in topical interest groups (TIGs) at the conference. Some of these groups also continue to communicate throughout the year, but for the most part, they are annual gatherings at the conference. Some of POD's committees have also been a meeting place for members with like interests (for example, many members who have an interest in diversity join the Diversity Committee). But committees exist primarily to do the work of POD (e.g., the Diversity Committee manages the travel grant program and several other POD functions) and so they don't always offer the opportunity for ongoing discussion, networking, and development.

Last fall, thanks in large part to a discussion with the an active group of POD members who focus on issues of Adjunct and Part-Time Faculty, it became clear that POD needed a new category of community that would be present all year round. And so, yet another ad hoc committee was formed (this one led by Derek Bruff), and after several meetings this winter proposed the Special Interest Group (SIG), which Core approved.

According to their proposal, the goal of the SIGs is "to provide opportunities for members to collaborate and share around particular aspects of educational development. SIGs will

provide an additional mechanism for members to participate in POD, to take leadership roles within the organization, and to connect with kindred spirits.” Pilot the first two this fall, on two timely and important topics: the Adjunct and Part-Time Faculty group, and the Teaching with Technology group. If you are interested in either of these topics, watch out for notices on the POD listserv.

After the pilot, we will explore the possibilities for future SIGs. We will also continue to have topical meetings at the conference, renamed Birds of a Feather to avoid confusion with SIGs. And of course, committees will still continue to do the work of POD. So please consider joining a SIG or a committee or attending a BoF meeting or all three.

This is an exciting time for POD, and I hope you'll be able to participate in whatever ways work for you.

See you on the new website!

–Kathryn Plank, POD President

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We will open registration for the 2013 POD Conference (November 6-10 in Pittsburgh) in June. If you must register sooner, please send an email to: podoffice@podnetwork.org. The hotel is the historic [Omni William Penn](#). Our reduced POD group rate is \$149 per night. We are guaranteed this low rate until October 16. You may reserve a room at the POD group rate online [here](#).

At the spring meeting in March, the Core Committee agreed to adjust POD membership rates so international members pay the same as domestic members (US, Canada, Mexico). New membership rates are: Individual (\$95); Institutional (\$75 per person, 3 person minimum); Retired or Graduate Student: \$45.

POD recently received \$5500 from the National Education Association (NEA) as part of their NEA Priority School Campaign. The funding will be used to work with Thompson Middle School in Saginaw, Michigan to increase student achievement. Specific details are still being developed. Special thanks to Phadra Williams from NEA and Phyllis Dawkins and Jim Therrell from POD.

If spring fever has you wondering how to get more involved in POD, consider joining a committee. Standing committees include: Adjunct Faculty Subcommittee; Awards & Recognition Committee; Conference Committee; Diversity Committee; Electronic Communication and Resources Committee (ECRC); Finance Committee; Graduate and Professional Student Development (GPSD); Grants Committee; History Committee; Membership Committee; Professional Development Committee; Research Committee; and Publications Committee. Send an email to podoffice@podnetwork.org if you are interested in learning more about one of these committees.

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POD Conference November 6-10, 2013, Pittsburgh, PA

Freedom to Connect, Freedom to Risk, Freedom to Learn

The conference team completed our site visit in early April 2013. While in Pittsburgh, we were busily engaged in organizing a dynamic set of conference sessions and meeting plans that will make up our annual POD conference this fall.

We're excited to announce this year's plenary sessions. Our first plenary session will be a high energy performance titled "7 into 15" by the award-winning **CRLT Players Theater Program from the University of Michigan** (<http://www.crlt.umich.edu/>). For our second plenary, we'll host **Dr. Adrianna Kezar, professor of higher education at the University of Southern California**, to deliver a keynote presentation titled "Freedom to Change: The Risks and Rewards of being a Campus Change Agent."



modern hotels! But for us, the terrific staff and the unique charm of the historic hotel in the heart of downtown Pittsburgh more than made up for any such small issues. We hope you enjoy it as much as we did during our site visit.

The new POD website, including the final conference website, is still in development. You can look for conference registration to go live in June.



Our conference hotel is the [Omni William Penn](#) (ask for the POD conference rate of \$149 per night). This incredibly beautiful hotel was built in 1916 and has recently been renovated without losing one bit of its old-world loveliness. The hotel does have its quirks –no two rooms are exactly alike, and they are on several different floors. Oh, and the elevators are not as large as in

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We are so excited to see you all there in November!

Warmly,

Your Conference Team

Victoria Bhavsar, Conference Co-Chair; vbavsar@csupomona.edu

Patty Payette, Conference Co-Chair; patty.payette@louisville.edu

Allison Boye, Program Co-Chair; allison.p.boyce@ttu.edu

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Continuing our series of international exchanges, our guest column is by Michele DiPietro (Kennesaw State University), past President of the Professional and Organizational Development (POD) Network in Higher Education

Organizational Development Using the Chakra System

Last year, the Center for Research in Teaching and Learning (CRTL) at the University of Michigan turned 50, and with it the field of faculty development in the USA. This symbolic anniversary was a great opportunity for reflection. My presidential address at the 2012 annual conference (appropriately themed "Pencils and Pixels") represented my attempt to recapitulate the core of the field in order to keep moving forward. As a trained yoga teacher, the tool I used to focus the reflection was the Chakra system, a structural framework composed of 7 major energy centers in the body, each presiding to a key function (Judith 1996, 1999). Chakra work for personal development examines each chakra, from the more concrete ones in the guts of the body to the more intellectual ones up in the head. It uncovers areas of imbalance, as energy excess or deficiency, and tries to restore harmony in each chakra in order to reach enlightenment. I attempted to apply this framework to the POD Network as an organization, to reflect on our successes and uncover areas for growth. [By the way, it is very fortunate that one of the stated purposes of this exchange column is to inject new ideas into our respective organizations, because this is the ultimate outside-the-box column!]

The trajectory starts with the most solid chakra, the root, located at the base of the spine. This chakra presides to Matter and all the mundane aspects of our existence—physical health, financial and professional stability, the subroutines running in the background, so we can concentrate on higher order goals and concerns. POD is in good financial health, membership growth, and morale. This first chakra of unity is also our grounding, rock and foundation, and it raises a core reflective question: What grounds us? What gives us stability and continuity? From the very beginning of CRTL, the field has been characterized by three core ideas: a) teaching is inexorably tied to the learning it fosters; b) teaching is a scholarly activity, as worthy of theoretical formulation and empirical verification as other aspects of scholarship; both were such core ideas that they were built into the name of the first Teaching Center; and c) we are a community of practice, which values sharing strategies more than nurturing individual egos. Fifty years later, this is still our core our core. This chakra also presides to survival concerns, which are activated whenever we witness a Centers being closed. Energetically, the "demon" of this chakra is Fear. This begs the question: what are we afraid of? Historically, our growing membership has been a source of

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concern, and we've always been afraid of growing so fast that we lose the sharing ethos and become impersonal. We have established Topical Interest Groups at the conference to retain that small group feeling.

If the first chakra is about individuality and stability, the second chakra—of duality—is about difference, and Movement toward it. What directions are we drawn toward? Imbalances in excess here might make us pursue educational fads impulsively, while defects make us sluggish and resistant to change. Our leadership structure, which has historically relied on face-to-face biannual meetings, has sometimes made us slow to respond to emerging concerns. We have worked on more flexible structures and keep seeking new solutions. The demon of this chakra is guilt, which prevents us from following our passions. What are we guilty of? Traditionally faculty development on campuses relies on saying “Yes” to all our constituencies in order to generate good will. We tend to become overcommitted and stretched too thin.

Moving up, the next chakra is about Power—the fire in our belly, quite literally. This is where we digest matter into energy. North America lacks any formal certification to teach at the university level. In the absence of the power conferred by administering that certification, what is the source of our power, and how can we cultivate our authoritativeness? The field has been progressively professionalizing itself and overcoming the perception of being ‘touchy-feely’ by relying on solid teaching and learning research and by building the scholarship of educational development. We keep seeking opportunities to increase our visibility in the higher education community. The demon of this chakra is shame, which prevents us from acting and using our power. One of the sources of shame has been our trans-disciplinary identity. Most US developers do not have a degree in the field, but enter it following their passion for teaching. This creates vast heterogeneity in entering skills and knowledge. POD values this diversity, but also tries to standardize entering knowledge with the biennial Institute for New Faculty Developers. In an attempt to exorcise this ‘shame’, we have also titled the next conference “Freedom to Risk, Freedom to Connect, Freedom to Learn.”

The next chakra takes us into the heart, and brings us to Love. POD is an organization of volunteers, so it literally runs on love, and never are the fruits of this loving dedication more evident than at the annual conference. As the middle chakra, this is also the chakra of balance, in our case balance of giving and receiving, and of theory and practice. Of course balance is ever evolving, and we keep monitoring the midpoint we are striving for. The demon here is grief. This chakra in particular makes us alert against problematic assumptions. Teaching (and educational development by association) is usually conceptualized as giving, but if that is the case, how do we avoid depleting ourselves? Teaching is also described as a calling, a vocation, and its own reward, but buying into this rhetoric only reinforces structural inequalities in the underfunded American higher education system.

With the fifth chakra, in the throat, we move into the connection between our embodied physicality and the intellectual head. The power from the core, fueled by the love in the heart, and channeled through the throat, becomes the courage to Voice our truth. How do we develop our voice? We have had success in placing editorials in the Chronicle of Higher Education, but this is an ongoing process for POD. In parallel, POD has recently affirmed advocacy as one of our core values, essentially amounting to speaking up for those who have no voice. Advocating for adjunct and fixed-term faculty is just an example. Another is advocating for a more reasoned and evidence-driven approach to the social problem of school shootings and weapons in schools. The demon of this chakra is lies, and in fact such advocacy is made more difficult in our current social milieu, characterized by anti-intellectualism and distrust of academics as ivory-tower isolationists.

The next chakra, in the third eye, presides to Vision. It's about seeing through things, including things that are not here yet, and it's about deciding who we want to become. It brings in imagination and creativity as we respond to new educational challenges (e.g., accreditation mandates, MOOCs). In this chakra, we ask ourselves what we want to be. What's our archetype for our profession (e.g., Shepherd, Healer, Prophet, Sage, Midwife)?

How can we support our members as they blaze their trail in a profession that does not have a redefined career path? The demon of this chakra is illusion, which damns us when we think we know and foreclose exploration of alternatives.

The seventh and final chakra is the crown of the head, bringing in Consciousness—specifically a higher consciousness, connected to the universal one. Besides spiritual and transcendent concerns, this chakra raises issues of interconnectedness. How can POD's consciousness be greater than the sum of the parts? As an example, our last conference marked the first time we have had an accessibility coordinator. This position marks a shift in consciousness, striving to expand the circle of inclusion. Another idea raised in this chakra is that of legacy. How do we want higher education to be different because of faculty development? And how do we want our organizations to be different because we as individuals acted in them? The demon of this chakra is attachment. What is weighing us down? What has served us well in the past but is no longer needed? POD has recently decided to retire some traditions and rituals that no longer describe us in order to make room for new practices.

In some strands of Hindu philosophy, this trajectory, called the Liberating current, is the goal—peeling away the layers of our mundane existence to reach higher consciousness, or enlightenment. Other strands, such as Tantra philosophy, consider the opposite process as well. Once a higher consciousness is reached, the Manifesting current can bring it back into every day reality, and manifest it in our physical existence (Judith & Goodman 2012). This new consciousness is generative and can create a new reality. The first step is to take it down one chakra, generating a new vision of the possible. The next step is to verbalize that vision and communicate it to others. Once the vision is expressed in words, and we add our love into it, it takes on a life of its own. When we add our power, we start acting on this vision, and it starts producing results. When we add movement, we add a gravitational pull, where things start gravitating and coalescing together, until they take physical form and manifest as matter (that matters). And then we reengage the cycle. In many ways, this is a description of educational development. This process has already resonated with POD and its members, so I am pleased to share it with the international community.

Michele DiPietro is the past President of The Professional and Organizational Development (POD) Network in Higher Education. He is Executive Director of the Center for Excellence in Teaching and Learning and Associate Professor of Statistics at Kennesaw State University, USA.

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Diversity Committee

The POD Diversity Committee enthusiastically invites proposals for the **2013 Donald H. Wulff Travel Fellowships Program**. 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 \$1,200 to individuals (and up to \$2,400 for teams of two or more) to support their travel to the annual POD Conference. [Learn more about application guidelines.](#)

The POD Diversity Committee is also inviting proposals for the **2013 Educational Development Internship Program**. The purpose of this grant is to provide a POD member institution with funding up to \$5,200 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.](#)

Spirit of POD Award Subcommittee

Each year, the Spirit of POD Award Subcommittee has the option of presenting a "Bob Pierleoni Spirit of POD Award" to one or more of our members. The Spirit of POD Award is one way that POD can recognize members who have made selfless contributions through their long-time professional service to the organization and lifetime achievements within the educational development profession.

The award is presented at the annual POD conference. A hearty congratulations to the recipient for 2012: **Dr. Mathew Ouellett!**

Watch for the 2013 call for nominations via the POD listserv. Nominations are made online and will be due in late September. For details, please contact Donna Ellis, Subcommittee Chair, at donnae@uwaterloo.ca.

Graduate and Professional Student Development Committee

The Professional Organizational Development Network in Higher Education's Committee of Graduate and Professional Student Development (GPSD) announces a **Reduced POD**

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Conference Registration Fee Award for ten (10) advanced graduate students and postdocs across disciplines and professional schools to attend the annual conference.

Ten awardees will pay only \$50 toward conference registration/POD membership fees. (Several meals are included in this fee.) All other travel and hotel fees will be born by the student or his/her sponsoring university. Awardees will be expected to attend the GPSD Breakfast at POD, which takes place 7:30-8:45 a.m. on Saturday, November 9, 2013.

Each applicant will be judged by two members of the Graduate and Professional Student Development Committee, based on demonstrated commitment to teaching and learning, and demonstrated relevance of the conference to future career plans. The committee also seeks to make awards to a diverse pool of PhD-granting institutions. Previous GPSD awardees will not be eligible.

Interested applicants should submit the documents listed below via email attachment to Katie Linder, klinder@suffolk.edu, current Co-Chair of the GPSD Committee, by **Friday, August 2, 2013, 5 pm EST**.

Award winners will be contacted by **Friday, August 16, 2013**.

1. Name and Contact Information

2. Curriculum Vitae (with date of graduation and degree indicated). Please attach your *C.V.* to your email in a separate document. It should include all of your relevant work on teaching and learning (e.g.,: classes taught; evidence of teaching effectiveness; professional development around teaching; work with a teaching center on your campus; teaching development services you have provided in your department &/or School).

3. A brief cover letter (1-2 pages) articulating your particular interest in attending the 2013 conference, including its application to your future career. For details about the conference, please see <http://www.podnetwork.org/conferences/2013/>. In the event that you are already planning to participate in either a session or poster display at the conference, please also describe the presentation.

For questions, please contact Katie Linder (klinder@suffolk.edu).

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Journal on Excellence in College Teaching

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The new issue of the [Journal on Excellence in College Teaching](#) is now available in print and online.

Volume 24, number 2 (2013) focuses on *What Do the Best College Teachers (and Students) Do?* The issue's articles offer evidence-based practices to engage readers in the dialogue about how to put into practice Bain's (2004, 2012) findings regarding exemplary teachers and students.

The articles in this issue are:

- *What Do the Best College Teachers (and Students) Do?: A Message From the Editors*, **G. W. Wentzell et al.**
- *Learning on-Location: Evaluating the Instructional Design for Just-in-Time Learning in Interdisciplinary Short-Term Study Abroad*, **J. E. Coryell**
- *My Journey With Inquiry-Based Learning*, **J. J. Gonzalez**
- *More Than Recall and Opinion: Using "Clickers" to Promote Complex Thinking*, **R. Cook & S. Calkins**
- *Teaching Through Film: Utilizing Popular Criminology in the Classroom*, **M. C. Atherton**
- *Student Participation Under Random and Delayed Credit Contingencies*, **K. B. Aspiranti et al.**
- *Teaching Strengths, Attitudes, and Behaviors of Professors That Contribute to the Learning of African-American and Latino/a College Students*, **K. F. Case**
- *Constructive Ambiguities: The Inspiring, Deflating, Transformative, and Limited Possibilities for Assessment in Higher Education*, **D. Grassian**

The *Journal* is a peer-reviewed venue published at Miami University since 1990 by and for faculty at universities and two- and four-year colleges to increase student learning through effective teaching, interest in and enthusiasm for the profession of teaching, and communication among faculty about their classroom experiences. It answers Ernest Boyer's (1990) call for a forum to present the scholarship of teaching and learning. The *Journal* provides a scholarly, written forum for discussion by faculty about all areas affecting



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teaching and learning, and gives faculty the opportunity to share proven, innovative pedagogies and thoughtful, inspirational insights about teaching.

For information about subscribing, submitting manuscripts, or other inquiries, visit the [Journal](#) website or contact:

Gregg Wentzell, Managing Editor

Journal on Excellence in College Teaching

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Center for Teaching Excellence, Universidad del Norte, Barranquilla, Colombia

*Contributed by: Anabella Martinez, Ed.D., Director, and Edna Manotas, M.A.,
Communications and Educational Material Design Coordinator*

A common scene: a professor interested in creating a video as digital educational material and the first thought that comes to mind is to record herself talking. This mode, which responds to recorded speech, is one of the most widely used, especially in higher education. One only needs to tour video repositories to notice that most of the videos are recorded lectures. This in of itself is not bad practice but it does foster a "sage on the stage" model where the professor role is to transmit information to students.

At the Center for Teaching Excellence at Universidad Del Norte (CEDU) we help professors create videos to use in their class for teaching purposes. When we start to work with professors in this endeavor we explore their reasons for creating the video through questions such as: why do I need a video? How does a video help enhance my course content? Are there other ways to show what I'm saying? At CEDU, we began to explore other options that would allow us to help the professor use the video to promote the construction of more active learning environments.

In 2011 CEDU staff worked on a research project funded by National Ministry of Education (MEN: Ministerio de Educación Nacional) on the creation of a collection of educational videos. In this context, CEDU worked with four teachers in producing interactive videos with the following narrative forms:

- The creation of different video clips (phrases, music, banners, presentations, graphics ...) that the student must organize properly according to the guidelines provided by the professor and place on a web platform. The student should download these, edit them on their computer and upload them to some online editing platform (i.e. Creaza, YouTube, or WeVideo Editor).
- Video without conclusions. Each student (or group of students) should be recorded (with video camera, photo, phone or webcam ...) offering a conclusion on a specific topic. The first sentence should connect with the last of the previous conclusion and should not repeat an idea already expressed by a peer. The final conclusion will consist of the sum of the students' findings. Students could use an online application

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such as Youtube Editor to create the final conclusion.

- The student selects an ending. At certain times of the video, the user must choose between two options, which lead to two possible continuations of the video. One may be correct and the other not; they may show different aspects, or students may chose their own itinerary like on Choose Your Own Adventure.
- Students use platforms and complementary sources using Mozilla Popcorn Maker. They create a video that includes links to other sources of information to be showed during playback and that may be accessed throughout the viewing of the video (i.e the Wikipedia entries, links to websites, image galleries, tweets ...) Example: <http://popcorn.webmadecontent.org/lj>. The student uses the same platform to add online sources (for example, student may be asked to add 5 photos, 3 Wikipedia entries, and 1 tweet). At the end of each video clip, users are taken to a web page. Here, they should answer a questionnaire and send written material or images. If the exercise is correct, it leads to the second part of the video, after that, the third, and so on.
- The student combines video and blogging. Each user must create a video blog with videos they have created and upload them to YouTube under a theme, per specific orientation guidelines. The quality of the videos will be evaluated as well as the text accompanying the blog post, and the comments made on entries from other bloggers. Finally, the students will use YouTube Editor to create a final video from the videos that have been created.



A key aspect to this process of creating videos is the creativity of the teacher and of the producer because for educational audiovisual production two kinds of knowledge are required: subject matter and audiovisual production expertise.

The participating professors in this initiative were involved from the start in all phases of production.

However it was not easy for them to abandon their conceptions on what an educational video should be, so the script development took longer than estimated. In the post-production phase, multimodal components like those offered by YouTube were added, like access to related links, screen sharing, downloading documents, among others. At the end of the process, professors also designed user guidelines, which allow for any professor interested in using the video to design learning activities incorporating them.

The most recurrent difficulties in the process were: lack of time given the hours of pre-production and video editing required because many repositories or platforms, lack the necessary tools to incorporate the use of multimedia elements. This means that the video runs the risk of staying on one platform – such as YouTube – and losing the possibility of being cataloged in institutional libraries. Despite this, the experience was a wonderful journey in creativity. Teachers expressed their satisfaction with this kind of educational material given that it challenges students during the viewing of the video to think out of the box. It offers the professor the possibility to establish new knowledge paths with video content and insert it in a more participatory teaching sequence.

For examples of the interactive videos developed in the initiative described above visit the following link:

<http://www.youtube.com/playlist?list=PLr9NARDP9oxRLuXs7Rcx4GeKSdtw3aVRF>

<http://www.youtube.com/playlist?list=PLr9NARDP9oxTMxF1WOrqznggCQKRZtgFM>

<http://www.youtube.com/playlist?list=PLr9NARDP9oxR6VUm2RwQhDKJHa4CvDflx>

<http://www.youtube.com/playlist?list=PLr9NARDP9oxR8Zmp1hECsF4mhNtu3Dm-J>

For more information about this Project contact us at : cedu@uninorte.edu.co



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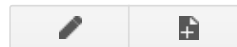


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Laurie Richlin Celebrates 25 Years of Directing Lilly Conferences



At the Lilly Conference on College and University Teaching in Pomona this past March, **Laurie Richlin** was honored for her 25 years of directing Lilly Conferences and Institutes. At one time Laurie directed as many as 7 Lilly Conferences in a single year, including a conference in London. In addition to starting the annual conference in Pomona 25 years ago, the ongoing Lilly Conferences in Bethesda, MD; Traverse City, MI; and Greensboro, NC were all started by Laurie over the past quarter of a century. All told, Laurie has directed over 100 conferences and institutes, providing opportunities for faculty literally throughout the US, and increasingly internationally, to come together and learn from one another. Laurie recently accepted a position as Professor and Chair of the Department of Medical Education at Western Michigan University. As a result of her new position, Laurie will hand over the reigns of the Lilly Conference in the West to another long-time Lilly Conference Director, Todd Zakrajsek. Todd has indicated the conference will remain in Southern California and is currently scheduled for the first week of March, 2014.

Matt Ouellett Assumes New Role



On March 1, 2013, **Dr. Mathew L. Ouellett** assumed the role of Associate Provost and Director of the Office for Teaching and Learning (OTL) at Wayne State University, Detroit, Michigan. Prior to joining Wayne State University, Matt led the Center for Teaching at the University of Massachusetts Amherst (UMass) which ultimately combined with Faculty Development.

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Donna Ellis Earns Ph.D. in Management Sciences



Donna Ellis, Director of the Centre for Teaching Excellence at the University of Waterloo, is delighted to announce that she has completed her PhD in Management Sciences! Donna's dissertation is entitled: *Students' Responses to Innovative Instructional Methods: Exploring Learning-Centred Methods and Barriers to Change*. Pursuing a degree part-time while working full-time and raising a family has been challenging, but Donna managed to persevere and is excited to have achieved this milestone.

Mary Deane Sorcinelli Receives Distinguished Alumni Award



Dr. Mary Deane Sorcinelli, Associate Provost and Director of the Center for Teaching & Faculty Development, received the University of Massachusetts 2013 Distinguished Alumni Award at a ceremony at the Massachusetts State House in Boston on April 3, 2013. The Distinguished Alumni Awards are the most prestigious awards conferred by the Alumni Association upon its alumni, faculty, staff and friends. They are presented to individuals who have translated their UMass Amherst experience into distinguished achievement in their field of endeavor, and whose accomplishments reflect admirably on or bring honor to the university.

Joel Martin, Dean of the Faculty stated, "Mary Deane's heartfelt pride in this institution is one of the many reasons why the Center for Teaching and Faculty Development has flourished under her leadership. The Center not only supports our faculty with a wide range of innovative programs and services, but it is also a recognized model for teaching and learning centers across the country. She is a terrific example of a UMass alumna who has dedicated her career to serving others and making a positive difference in their lives."

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The faculty, staff and students of the Beechly College of Education (BCOE) at Youngstown State University held a benefit for Mike Theall on April 24, 2013.

On February 13, Mike was attending a conference in San Diego, CA when he thought he might be having a heart attack. Having had a previous episode 8 years prior, he went to an emergency room for help. It was found he wasn't having a heart attack but within 24 hours had 13 hours of surgery to repair a splitting aorta. Mike's wife arrived in San Diego from Youngstown with enough time to kiss him as he went into surgery – she was told to call the

family to come to San Diego. As a result of this surgery, our good friend suffered a stroke which caused some paralysis on his left side, and also caused a clot which resulted in amputation of some of his fingers on this right hand. In addition to these debilitating events, his wife and son were staying in San Diego prior to his return to Youngstown.

All proceeds from the event were provided to Mike Theall and his family to help defray their living expenses in San Diego. Any remaining funds were used by the family toward his travel home and/or accommodations that might be necessary in his home.

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Two New Books on Student Evaluation of Teaching by Nira Hativa

The books jointly constitute a reasonably comprehensive overview of the main theoretical and practical issues related to student ratings of instruction (SRI) in higher education. They incorporate the scholarship of a wide range of researchers and practitioners in this domain, of the author's 30-year research and publications in this field, and of her long service as the director of the online teacher/course evaluation project and the teaching center at her university.

The target audiences are administrators and faculty from a wide spectrum of institutions and academic domains. Therefore, the content is designed to be simple and intuitive, with no professional jargon or knowledge, so as to make reading easy and smooth for the entire range of target readers. The books provide simple illustrations, often demonstrated through tables and graphs, of the main issues involved, based on studies implemented by the author.

The two books complement one another. Nonetheless, each can be read independently of the other.

For information about the author, contents and pricing, see:

[Student Ratings of Instruction: A Practical Approach to Designing, Operating, and Reporting](#)

[Student Ratings of Instruction: Recognizing Effective Teaching](#)

Or type "nirahativa" in the search window of Amazon.com

Book 1: Student Ratings of Instruction: A Practical Approach to Designing, Operating, and Reporting (220 pp.)

Target audiences are administrators (deans, heads of schools, department chairs), SRI system designers and operators, faculty and faculty developers, and members of P&T committees.

The book presents theories of effective teaching that may serve as a foundation for instrument design, and suggests beneficial policies and procedures for the design of valid instruments, and for proper survey operation and for reporting of results using comparison groups. All these are essential component of SRI reliability and

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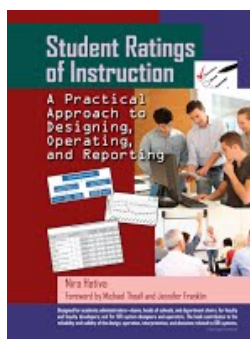
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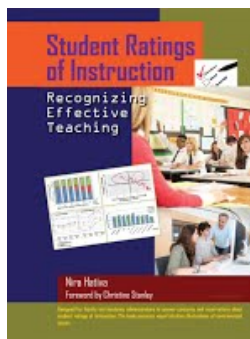
validity.

The book also provides samples and templates for a variety of types of reports (printed and online) designed for faculty, administrators, and committees. The templates aim to make the reports user friendly so as to facilitate interpretation, drawing conclusions, and making decisions.

Additional policies and procedures are suggested for online access to reports of rating results by faculty and administrators, nonintrusive publicizing of the results to students and the public, and strategies for improving teaching on the basis of the results.

A special chapter presents arguments in favor of online over in-class paper SRIs and suggests answers to faculty and administrator concerns about online ratings, as well as methods for increasing online response rate.

Book 2: Student Ratings of Instruction: Recognizing Effective Teaching (140 pp.)



Target audiences are administrators, faculty and faculty developers.

The interpretation of student ratings results as a measure of teaching effectiveness has aroused over the years substantial controversy, manifested in the considerable body of publications on issues related to the reliability and validity of SRIs. Every year, many new publications claim to “prove” that SRIs are unreliable and invalid, leading faculty and administrators to question the appropriateness of using student ratings in guiding personnel decisions, and faculty to resist their use, particularly of

online ratings.

This book presents dozens of faculty and administrators' concerns, beliefs, misconceptions, and ‘myths’ regarding potential biasing factors affecting SRIs that have been reported over the years, and that seem to persist and continue spreading. It also presents highly established research evidence refuting these misconceptions and beliefs. This evidence reveals that SRIs soundly correlate with student learning, with the conceptual structure of effective teaching, and with other criterion measures of effective instruction (i.e. alumni, peer, expert, observer, and self ratings). It also shows that factors unrelated to effective teaching (e.g., course difficulty/workload, grades, class size, discipline) do not bias SRI results. Altogether, the book presents impressive research evidence for the reliability and validity of SRI results.

One of the most popular but potentially damaging faculty beliefs is that they can “bribe” students and buy higher ratings by entertaining students, and by reducing difficulty/workload and giving undeserved high grades. Faculty holding this belief may be tempted to manipulate these factors, e.g., to grade higher and to lower the level of difficulty/workload, in order to receive higher ratings from students. These counterproductive behaviors may lead to watering-down the course material and to a decline in the work students invest in their courses, adversely affecting their learning and eventually resulting in and the “dumbing down” of college education. This book presents convincing research evidence that these manipulative behaviors are mostly ineffective in raising teacher ratings.

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Toward the Best in the Academy Volume 22, Number 7, 2010-11

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

Mentoring Graduate Students

Mary C. Wright and Laura N. Schram, University of Michigan

Many graduate programs are reviewing how they mentor their students, taking note of the time to degree and low completion rates in their programs. Given the enormous time challenges that academics face and the complexities of effective mentoring, it can be difficult to change practice despite good will. We write about graduate student mentoring, drawing from research on graduate student careers and the role of mentorship, to make practical suggestions for cultivating an effective mentoring relationship.

The benefits of effective graduate student mentoring noted in the literature are numerous, with large national studies linking effective mentorship to degree completion, high research productivity, and student satisfaction. Notably, benefits also can be conferred to the mentor. Research shows that effective pedagogical mentors of graduate students save time on their teaching and improve their own undergraduate instruction.

Definitions of "mentors" are numerous, sometimes conflating the roles of dissertation advisor and mentor. Of course, formal advisers play a critical role by facilitating transitions to independent doctoral research, as Barbara Lovitts and Susan Gardner find in their studies about factors aiding in degree completion. However, Johnson and Huwe's excellent guide for graduate students describes many more important mentorship functions, spanning career development (e.g., sponsorship, coaching, protection) to psychosocial support (e.g., support, role modeling, counseling). Given the multiple functions of mentorship and the developmental stages of graduate students, it is wise for students to cultivate a variety of mentors, which may include other faculty, university administrators, and even senior peers.

Disciplinary Variations

Effective graduate student mentoring is discipline-specific, given the vastly dissimilar ways that research, teaching, and job searches are structured. While the laboratory sciences have a long tradition of collaborative research

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and co-authored publications, humanistic scholarly and teaching relationships traditionally have been characterized by independence. Mentors should realize that graduate students often are still learning disciplinary conventions. Therefore, an important function of research, teaching, and career mentorship is finding opportunities to explicitly communicate these norms.

Regarding research advisement, Lovitts notes that performance expectations for the dissertation are helpful, given the often-unstated nature of requirements for successful completion. Faculty mentors also must be clear about the rules of credit and authorship in their discipline and in their relationship with students. Iowa State faculty developed a documented process for planning authorship in conference presentations and publications to communicate such norms to its graduate students.

Teaching is also a part of many graduate students' careers, and again, instructional responsibilities and goals vary significantly by discipline and institution. Effective practices for faculty teaching mentors include regular meetings with mentees about course planning and pedagogical development. Awareness of the developmental stages in pedagogical competence can be helpful to mentors in selecting the most appropriate activity for mentees, ranging from a more structured and managed style of supervision to support for independent course responsibility or pedagogical research.

Career mentorship is one of the more complex and critical components of the mentoring process, but also can vary widely by discipline (e.g., norms for knowledge production), protégé goal (e.g., academic or nonacademic career), and role (e.g., dissertation chair, course instructor, recommender). Extensive research from projects such as the multi-year Carnegie Initiative on the Doctorate points to the need to prepare students for a range of faculty roles in academic careers, as well as non-academic options.

Identity and Mentoring

Research suggests that protégés seek mentors who have similar career interests and other salient identity characteristics, such as gender. However, evidence also suggests that mentorship relationships between those of different backgrounds can be quite successful. For example, Thomas's research indicates that the most successful mentor-protégé relationships were between those that had the same preference for how to deal with the question of race, i.e., whether to deny or engage the role of racial differences in the relationship. Narrative accounts of cross-racial and cross-gender mentorship relationships affirm that these mentorships can be extremely fruitful.

Helping students with career development – writing letters of recommendation, introducing students at conferences, co-authorship – fits the traditional image of the academic mentoring process. However, Rose finds psychosocial support, e.g., role modeling and encouragement to be as valued by protégés. Many personal narratives by graduate students argue that these forms of psychosocial support are particularly important for members of underrepresented groups who encounter unique challenges in graduate school.

Advice for Creating an Effective Mentorship Relationship

Johnson and Huwe (from the protégé perspective) and Detsky and Baerlocher (from the mentor viewpoint) offer a number of suggestions for productively managing the interactions needed in an effective mentoring relationship, namely:

- Identify expectations for the relationship.
- Express willingness to get feedback during the relationship and respond non-defensively when it is given.
- Indicate a respect for boundaries (e.g., time or personal space).

- Work with the mentee to identify career goals, but mentors need to be honest if their own agenda cannot further that path. Other resources can include academic administrators, online support networks (such as

The Versatile Ph.D.), Preparing Future Faculty programs, and employees in government and industry.

The literature on mentoring relationships that cross the boundaries of race, gender, or culture also provides several useful suggestions for both faculty mentors and protégés. Particularly during the beginning of a relationship, mentors can explicitly and sensitively discuss with their protégés if and how identity differences will be managed in the relationship. Graduate student protégés can share their preferences with mentors for strategies to address potential problems stemming from identity differences. Multiple mentors and peers may serve the psychosocial functions that mentors from different social groups may not provide.

However, beyond the level of individual interactions, departments, universities and disciplinary associations should play a role in supporting mentor-protégé relationships. Very few people are “born mentors,” and the following initiatives can offer a structural support to assist in mentoring endeavors. These include:

- Intentionally designed mentor-protégé pairings to identify similarities and bridge differences between faculty and peers
- Curricula to facilitate critical discussions of professional identity formation and the role of mentorship in academe
- Networks to establish mentoring programs for mentor-protégé relationships within institutional categories
- Staged orientations, for graduate students to receive developmentally appropriate information when they need it most.

An intentional approach to mentoring graduate students can foster positive outcomes for both the mentor and the protégé. Effective mentoring can help students be more successful, productive, and to make career decisions that best fit their ambitions and life goals. Departments and universities also benefit, as successful protégés contribute to the reputation of the mentors and programs that supported them.

Resources

Advice for Protégés

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Career Preparation

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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. She greatly appreciates your feedback!

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