

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

POD Network News

Professional and Organizational Development
Network in Higher Education

Spring 2014

POD Network News Spring 2014

Follow this and additional works at: <http://digitalcommons.unl.edu/podnetworknews>



Part of the [Arts and Humanities Commons](#)

"POD Network News Spring 2014" (2014). *POD Network News*. 105.
<http://digitalcommons.unl.edu/podnetworknews/105>

This Article is brought to you for free and open access by the Professional and Organizational Development Network in Higher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in POD Network News by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

spring-2014 Updated Aug 1, 2014, 7:51 AM



Search this site

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ **POD 2014 Conference**

Presentations 2014
Information for
Presenters 2014

▼ **POD 2013 Conference**

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ **POD Network News**

POD Network News
Archives

▼ **Ground Rules and
Guidelines**

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

**Thoughts about
WikiPODia?****WikiPODia Working
Group Members (a
partial list)**▼ **Resources & Useful
Links**

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap**Recent site activity**

[Contact the Editor \(Fall
2014\)](#)

edited by Emily Gravett

[Contact the Editor \(Spring
2015\)](#)

edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) >

spring-2014**POD Network News****Spring 2014****INSIDE THIS ISSUE:****President's Message**

[Notes from the POD
Office](#)

[Conference News](#)

[Committee Updates](#)

[Member News](#)

[Journal Updates](#)

[POD Active Learning
Classroom Online
Network \(PALCON\)](#)

[Guest Column](#)

[POD Essays on
Teaching Excellence](#)

[Contact the Editor](#)

**Naming Ourselves (Not "POD" Redux)**

It's May. As this academic year winds down, we feel there is hope of catching a breath (though admittedly summer remains a busy season for many of us). Yet mid-month, a one-two punch of a sort: we see a posting on the POD listserv by a colleague whose center is being closed due to budget cuts; we read an ill-informed satire about teaching and learning centers published prominently in *The Chronicle of Higher Education* by a faculty member at another colleague's institution.

At our best, we are a collegial group in POD, and we feel for our peers. We may also wince as we recognize it could be us. We know firsthand that our work makes a difference and have learned especially over the past decade to collect and share evidence of that impact with faculty and administrators on our campuses. Still it's easy to feel discouraged and to adopt a self-protective posture in the face of what seem to be dual assaults on our value. Though it's understandable to go to this dark place, I suggest we resist the siren allure of doomsday scenarios and the disempowering stance of defensiveness.

To start with, there is some evidence we can marshal that paints a less bleak picture of current trends:

- Long-time member Sally Kuhlenschmidt maintains a database that tracks center openings and closings. While careful to admit limitations of the data she collected, she has been able to offer some qualified observations. For example, by May of 2010—a time marked by the closing of a prominent center in Nevada—13 (out of 1099) centers had closed across the country over the previous year. During the same challenging financial period, 11 new centers were created ([post](#) to the POD listserv, May 2, 2010). In essence, the 1% decrease was offset by a 1% increase.
- Since the most recent announcement on May 14, 2014, of the center closing at Endicott College—a posting that sparked renewed concerns about trends—over half a dozen jobs have been posted on the POD listserv, including some calls for directors of newly formed centers.

[POD Essays on Teaching Excellence](#)

edited by Emily Gravett

[Member News](#)

edited by Emily Gravett

[Committee Updates](#)

edited by Emily Gravett

[View All](#)

Navigation

All of this is not to be Pollyannaish nor to discount the real hardship faced by colleagues on the receiving end of bad news, but it is to say that the picture may not be so grim as we might fear. Furthermore, there are things we can do going forward to inform our practice with better evidence than we have now. Our Research Committee might expand efforts to collect additional data that will help us understand trends among our members. The Membership Committee is already engaging in outreach to faculty development units not yet part of POD, encouraging them to join, not only to provide them with the benefits of membership, but also to round out our incomplete picture as well. We can highlight news of center openings as much as we share sadness at closings. In short, we can commit to seeking and publicizing a more complete picture of the U.S. educational development landscape.

Second, we must be proactive and work collectively to contribute accurate and compelling public accounts of our work. We can encourage colleagues engaged in interesting and meaningful projects on their campuses—or, even better, across campuses—not only to share with their local stakeholders the contributions of faculty members, the import for student learning, and the significance in relation to institutional priorities, but also to publish them in prominent venues such as *The Chronicle of Higher Education* or *Change* or *Inside Higher Ed*. The many current partnerships between educational developers and science, technology, engineering, and mathematics (STEM) faculty members who have National Science Foundation WIDER (Widening Implementation & Demonstration of Evidence-Based Reforms) grants come to mind as rich possible sources of such accounts.

Many recognize that educational development has never been as important as it is in the world of rapid changes we inhabit. At the American Association of College and University's (AAC&U) Annual meeting in Washington D.C. in January of this year, three sessions I attended, of the many devoted to faculty development—including the invited annual POD session—drew standing-room only crowds. Not only faculty attendees but also senior administrators asked eagerly about starting centers and supporting their work.

We are not destined to serve as foils in someone else's disgruntled narrative about the ills of the contemporary academy. In the Spring 2012 issue of this newsletter, former POD president Michele DiPietro pointed to the advocacy role that is central to our work and called us to continue advocating in ever broader contexts for teaching and learning and for inclusiveness in higher education. We have the capacity within our ranks not only to advocate for these things that represent our deepest core values, but also to advocate for ourselves, in essence, to name ourselves and tell our story.

— Leslie Ortquist-Ahrens

Notes from the POD Office

Updated Aug 1, 2014, 7:24 AM



Search this site

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ POD 2014 Conference

Presentations 2014
Information for
Presenters 2014

▼ POD 2013 Conference

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ POD Network News

POD Network News
Archives

▼ Ground Rules and Guidelines

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

Thoughts about WikiPODia?

WikiPODia Working Group Members (a partial list)

▼ Resources & Useful Links

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap

Recent site activity

[Contact the Editor \(Fall 2014\)](#)
edited by Emily Gravett

[Contact the Editor \(Spring 2015\)](#)
edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

Notes from the POD Office



INSIDE THIS ISSUE:

[President's Message](#)[Notes from the POD Office](#)[Conference News](#)[Committee Updates](#)[Member News](#)[Journal Updates](#)

[POD Active Learning Classroom Online Network \(PALCON\)](#)

[Guest Column](#)

[POD Essays on Teaching Excellence](#)

[Contact the Editor](#)

Add files

Comments



Emily Gravett

Add a comment

POD Network News

Spring 2014



Conference registration will open in June for the 39th Annual POD Conference (November 5-9, 2014, in Dallas, TX, at the Intercontinental Dallas). If you must register before June, please send an email to podoffice@podnetwork.org. Early-bird rate (deadline: October 1) will again be \$470 and will include three breakfasts, two dinners, and one lunch. Click [here](#) to reserve a hotel room (\$145/night) now at the [Intercontinental Dallas](#).

Be sure to renew your POD membership or log in to the Members-only section of the POD website and create your profile, if you haven't already. The next issue of *To Improve the*

Academy will be delivered electronically this summer, so please make sure your membership is current.

If you're wondering how to get more involved in POD, consider joining a committee. The list of standing committees is [here](#). Send an email to the committee chair or to podoffice@podnetwork.org if you are interested in learning more.

Hoag Holmgren
Executive Director
POD Network

[POD Essays on Teaching Excellence](#)
edited by Emily Gravett

[Member News](#)
edited by Emily Gravett

[Committee Updates](#)
edited by Emily Gravett

[View All](#)

Navigation

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org
[Welcome to WikiPODia](#)
[Topics](#)
[POD Conferences](#)
[POD Committees](#)
[POD TIGs](#)
[POD Awards](#)
▼ **POD 2014 Conference**

Presentations 2014
Information for
Presenters 2014

▼ **POD 2013 Conference**

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ **POD Network News**

POD Network News
Archives

▼ **Ground Rules and
Guidelines**

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

**Thoughts about
WikiPODia?****WikiPODia Working
Group Members (a
partial list)**▼ **Resources & Useful
Links**

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap**Recent site activity**

[Contact the Editor \(Fall
2014\)](#)

edited by Emily Gravett

[Contact the Editor \(Spring
2015\)](#)

edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

Conference News



POD Network News
Spring 2014

INSIDE THIS ISSUE:

[President's Message](#)

[Notes from the POD
Office](#)

[Conference News](#)

[Committee Updates](#)

[Member News](#)

[Journal Updates](#)

[POD Active Learning
Classroom Online
Network \(PALCON\)](#)

[Guest Column](#)

[POD Essays on
Teaching Excellence](#)

[Contact the Editor](#)

**Conference News**

The conference team visited Dallas, Texas, in early April to undertake some intense program planning for the upcoming conference, to be held November 5–9, 2014. While in Dallas, we were hard at work organizing a dynamic set of workshops, interactive and research sessions, roundtables, and posters that will help us explore POD's mission and this year's conference theme: **Leverage**.

We are further thrilled to announce this year's plenary speaker, **Dr. Cathy Davidson**. Dr. Davidson is the co-founder of HASTAC (Humanities, Arts, Science and Technology Alliance and Collaboratory), a virtual network of over 8,000 innovators world-wide, and she has published more than twenty books. She is currently the John Hope Franklin Humanities Institute Professor of Interdisciplinary Studies and the Ruth F. DeVamey Professor of English at Duke University, and she will soon move to the City University of New York (CUNY) Graduate Center, where she will direct the Futures Initiative, a program that works to promote collaborative and participatory innovation in higher education. Dr. Davidson's most recent work explores the ways we engage with digital technology, tracing the "myth of multitasking" and how education can work with these changes in our approach to attention.

We also look forward to introducing an exciting new facet of the conference: *the UNconference!* Unconference events will offer participant-driven meetings that will allow attendees to connect with others who wish to explore similar interests. Stay tuned for more information about participating in the Unconference activities!



Our conference hotel this year is the [Intercontinental Dallas](#) (ask for the POD conference rate of \$145 per night). This lovely hotel offers great space and modern amenities, with a

[POD Essays on Teaching Excellence](#)

edited by Emily Gravett

[Member News](#)

edited by Emily Gravett

[Committee Updates](#)

edited by Emily Gravett

[View All](#)

Navigation

vast array of restaurants within walking distance and other sites of interest just a short cab ride away! We also have some excellent conference excursions in the works, so keep an eye out for more information on those as well.

Registration for POD 2014 will open in June, and more details will be available soon on the [POD website](#). We are looking forward to seeing you in Dallas in November!

Warmly,

Your 2014 POD Conference Team

Allison Boye, Conference Co-Chair

Jake Glover, Conference Co-Chair

David Sacks, Program Co-Chair

Bill Watson, Program Co-Chair

 [Add files](#)

Comments



Emily Gravett

[Recent Site Activity](#) | [Report Abuse](#) | [Print Page](#) | [Remove Access](#) | Powered By [Google Sites](#)

Committee Updates

Updated Aug 1, 2014, 7:25 AM


 Search this site
by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ **POD 2014 Conference**

Presentations 2014
Information for
Presenters 2014

▼ **POD 2013 Conference**

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ **POD Network News**

POD Network News
Archives

▼ **Ground Rules and Guidelines**

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

Thoughts about WikiPODia?**WikiPODia Working Group Members (a partial list)**▼ **Resources & Useful Links**

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap**Recent site activity**

[Contact the Editor \(Fall 2014\)](#)
edited by Emily Gravett

[Contact the Editor \(Spring 2015\)](#)
edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

Committee Updates



POD Network News
Spring 2014

INSIDE THIS ISSUE:**Small Colleges**[President's Message](#)

The POD Small College Committee has been actively pursuing the use of electronic tools to increase communication among its far-flung members. The committee's charge is:

[Notes from the POD Office](#)

"to create community around common interests among faculty developers at small colleges and universities; to promote awareness of challenges and opportunities at small colleges and universities to the POD community; and to facilitate conference sessions at POD and provide resources that would be most helpful to our colleagues."

[Conference News](#)[Committee Updates](#)[Member News](#)[Journal Updates](#)

[POD Active Learning Classroom Online Network \(PALCON\)](#)

This year, the committee is focusing in particular on ways to maintain connections and foster collaborations during the 51-1/2 weeks of the year we are not at the POD Annual Conference. Committee members Fran Glazer (New York Institute of Technology), Michael Reder (Connecticut College), and Gary Hawkins (Warren Wilson College) have organized a monthly series of online discussions using the web-based meeting platform Zoom (<http://zoom.us>). These have been held on the first Wednesday of each month, starting in February, and addressed the following topics:

[Guest Column](#)

- February 5: Ideas for Small College-Related Sessions—Brainstorming Proposal Ideas for POD 2014 Dallas.
- March 5: Strategies for Increasing Participation in Programming on Your Campus.
- April 2: Assessment for Faculty Development Programs (making time to keep records and do assessment when you are really busy doing everything else).

[POD Essays on Teaching Excellence](#)

[Contact the Editor](#)

The online meetings are free and open to all POD members from small colleges and universities, and we have had from 9 to 21 people participating. Both video and audio-only recordings of the meetings are posted on the [Small College Committee page](#) on WikiPODia, along with downloadable notes from the meetings. As this article was being written, the final meeting for the spring had yet to occur; it is scheduled for May 7, and the topic is "What Was Your Best Program this Year? Sharing Great Ideas & Effective Practices."

Membership in the Small College Committee is open to anyone who feels they can benefit from its resources, but the goal is to support faculty developers working under the types of conditions and constraints that are often present at smaller colleges and universities. Most of the communication among members happens over the SC-POD email list. If you would like to be added to the list, contact Dr. Michael Reder, Director of the Joy Shechtman Mankoff Center for Teaching and Learning at Connecticut College (redere@conncoll.edu). If

[POD Essays on Teaching Excellence](#)

edited by Emily Gravett

[Member News](#)

edited by Emily Gravett

[Committee Updates](#)

edited by Emily Gravett

[View All](#)

Navigation

you have ideas for resources or strategies we can use to collaborate with one another around shared interests, or questions about the committee, please contact me.

David Boose

Associate Professor of Biology

Director, Center for Teaching and Advising

Gonzaga University

Spokane, Washington, U.S.A.

boose@gonzaga.edu

Chair, POD Small College Committee

 [Add files](#)

Comments



Emily Gravett

[Recent Site Activity](#) | [Report Abuse](#) | [Print Page](#) | [Remove Access](#) | Powered By [Google Sites](#)

Member News Updated Aug 1, 2014, 7:26 AM



Search this site

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ POD 2014 Conference

Presentations 2014
Information for
Presenters 2014

▼ POD 2013 Conference

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ POD Network News

POD Network News
Archives

▼ Ground Rules and Guidelines

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

Thoughts about WikiPODia?

WikiPODia Working Group Members (a partial list)

▼ Resources & Useful Links

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap

Recent site activity

[Contact the Editor \(Fall 2014\)](#)

edited by Emily Gravett

[Contact the Editor \(Spring 2015\)](#)

edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

Member News



INSIDE THIS ISSUE:

[President's Message](#)

[Notes from the POD Office](#)

[Conference News](#)

[Committee Updates](#)

[Member News](#)

[Journal Updates](#)

[POD Active Learning Classroom Online Network \(PALCON\)](#)

[Guest Column](#)

[POD Essays on Teaching Excellence](#)

[Contact the Editor](#)



Cambridge, MA.

The AERA is one of the largest organizations of educational researchers in the world with more than 25,000 members conducting inquiry in teaching, learning, education, and policy across educational levels and contexts.

She can be reached at abenoit@curry.edu.

POD Network News

Spring 2014

Anne Benoit, Senior Lecturer & Peer Tutor Coordinator at Curry College (in Milton, MA), is the recipient of the 2014 Robert J. Menges New Researcher Award from the Faculty Teaching, Evaluation and Development SIG (Special Interest Group) of the American Educational Research Association (AERA) for her 2013 dissertation "Learning from the Inside Out: A Narrative Study of College Teacher Learning." Anne earned her Ph.D. in Educational Studies with a concentration in Adult Learning and Development from Lesley University in



Cheryl Richardson joined the Center for Teaching & Assessment of Learning at the University of Delaware as the center's Assistant Director. She assumed this position in January of 2014 and brings wonderful experiences from her time at Stanford University, Georgetown University, the Carnegie Foundation for the Advancement of Teaching, and other places, including several international locations.

Add files

[POD Essays on Teaching Excellence](#)
edited by Emily Gravett

[Member News](#)
edited by Emily Gravett

[Committee Updates](#)
edited by Emily Gravett

[View All](#)

Navigation

Comments



Emily Gravett

Add a comment



Search this site

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ **POD 2014 Conference**

Presentations 2014
Information for
Presenters 2014

▼ **POD 2013 Conference**

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ **POD Network News**

POD Network News
Archives

▼ **Ground Rules and
Guidelines**

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

**Thoughts about
WikiPODia?****WikiPODia Working
Group Members (a
partial list)**▼ **Resources & Useful
Links**

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap**Recent site activity**

[Contact the Editor \(Fall
2014\)](#)

edited by Emily Gravett

[Contact the Editor \(Spring
2015\)](#)

edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

Journal Updates

**POD Network News****Spring 2014****INSIDE THIS ISSUE:****The National Teaching and Learning FORUM**[President's Message](#)*Contributed by James Rhem, Creator and Executive Director*[Notes from the POD
Office](#)[Conference News](#)[Committee Updates](#)[Member News](#)[Journal Updates](#)[POD Active Learning
Classroom Online
Network \(PALCON\)](#)[Guest Column](#)[POD Essays on
Teaching Excellence](#)[Contact the Editor](#)

In the coming year (both academic 2014-2015) and calendar (2015), **The National Teaching and Learning FORUM** plans to undertake a series of residencies. I want to get out into the field, visiting a range of campuses that have either mature faculty development programs or ones building from early stages or modest beginnings. I want to see what's going on in faculty development firsthand, especially in places where there's a lot going on and the campus is proud of its efforts. I want to observe and write about what I see and, while I'm there, be of whatever help my twenty plus

years of writing about these matters might be to the campus. I propose each residency as a month-long stay during which I will consult with faculty development professionals, observe their work, consult with and observe faculty, and offer support in a variety of ways as appropriate. While in residence, I also can offer presentations for and lead discussion with faculty on a variety of topics, including well-received material on the cultural image of the teacher and teaching from my contribution to the forthcoming Routledge title *Reel Education*. These residencies have a number of aims. I am seeking interesting programs, campuses, faculty, and faculty development people to write about in the *FORUM* certainly. I'm also envisioning beginning a blog in the hope of further stimulating an ongoing conversation about teaching and learning, which has always been the overarching aim of the *FORUM*. And I am also looking to meeting and getting to know persons who may have the talent and interest in writing for the *FORUM* perhaps on an ongoing basis. If your campus might be interested in hosting a residence, my requirements are quite modest. I would require housing for the month and Internet access.

I look forward to hearing from you.

Kind regards,
James Rhem
213 Potter Street
Madison, WI 53715
(608) 258-8747

[POD Essays on Teaching Excellence](#)

edited by Emily Gravett

[Member News](#)

edited by Emily Gravett

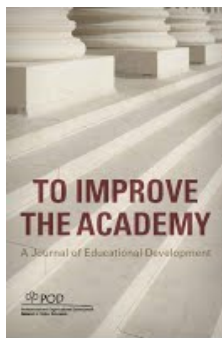
[Committee Updates](#)

edited by Emily Gravett

[View All](#)

Navigation

Jrhem@chorus.net



To Improve the Academy

Contributed by Laura Cruz, Editor

To Improve the Academy has a new home, a new look, and a new name—all reflecting a newly-focused direction for the journal.

Based on feedback from the membership of POD, the CORE committee commissioned an ad hoc group to review options for increasing the visibility and impact of scholarship published in *To Improve the Academy*: Resources for Faculty, Instructional and Organizational Development, POD's flagship journal. After reviewing the options, the POD leadership chose to migrate *TIA* from its previous book format into a fully searchable electronic journal and part of the Wiley on-line library beginning in 2014.

Associate Editor Gary Hawkins and I are pleased to report that the migration is now complete, and the first issue of *TIA* in its new electronic format is scheduled for publication this August. The new format encouraged a number of additions and improvements, including a new name. *TIA* is now *To Improve the Academy: A Journal of Educational Development*, reflecting our mission "to advance excellence in research and practice in educational development." While this mission reframes *TIA*'s scope around the broad field of educational development, it also reflects the twin avenues of research into that field: research and practice. These two modes form the new internal structure of the journal as we encourage scholarship in each. We have also added a section of invited essays focused on the scholarship of educational development.

Guiding this new era for *TIA* is a new organization, including our recently appointed Editorial Board. Congratulations and heartfelt thanks to Michael Reder (Connecticut College), Danilo Baylen (University of West Georgia); Cindy Gunn (American University of Sharjah); Carol Hurney (James Madison University); Mary Ann Winklemes (University of Nevada, Las Vegas); and James Groccia (Auburn University) for agreeing to serve as advisors as we continue to establish foundations for the future.

With the migration to the electronic platform, we have also debuted the use of a new management tool, ScholarOne, which allows *TIA* editors to manage submissions and the review process more seamlessly. Interested in finding out the status of your submission or review? You can use ScholarOne to check any time, 24/7. Because the system saves time, we will also be able to publish more often, with issues currently planned on a January and June schedule.

Submissions to *TIA* will be accepted continuously through our on-line portal at ScholarOne: <http://mc.manuscriptcentral.com/toimprovetheacademy>

Our Wiley home page is currently under construction, but it should be fully operational by the end of the summer. You can always check that site for the latest information and issues of *TIA*.

We believe these changes are more than a face-lift, and the reemerging *To Improve the Academy* will be positioned to validate and communicate the significant scholarship of POD to a larger community of higher education.

 Add files

Comments



Emily Gravett

Add a comment

[Recent Site Activity](#) | [Report Abuse](#) | [Print Page](#) | [Remove Access](#) | Powered By [Google Sites](#)


 Search this site

 by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ **POD 2014 Conference**

Presentations 2014
Information for
Presenters 2014

▼ **POD 2013 Conference**

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ **POD Network News**

POD Network News
Archives

▼ **Ground Rules and Guidelines**

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

Thoughts about WikiPODia?**WikiPODia Working Group Members (a partial list)**▼ **Resources & Useful Links**

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap**Recent site activity**

[Contact the Editor \(Fall 2014\)](#)
edited by Emily Gravett

[Contact the Editor \(Spring 2015\)](#)
edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

PALCON

**POD Network News
Spring 2014****INSIDE THIS ISSUE:***Contributed by Connie Schroeder*[President's Message](#)

I have organized a network of interested colleagues around the issue of active learning classrooms or spaces. The purpose of this network is to exchange practices, questions, materials and forms, research, and support. I gathered several together for lunch at POD 2013, and the interest is strong. If you would like to join POD Active Learning Classroom Online Network (PALCON), send me your:

[Notes from the POD Office](#)

[Conference News](#)[Committee Updates](#)[Member News](#)[Journal Updates](#)

[POD Active Learning Classroom Online Network \(PALCON\)](#)

[Guest Column](#)

[POD Essays on Teaching Excellence](#)

[Contact the Editor](#)

Name
Title
Institution
State/Country
Contact Information (email) (phone)

I hope to send a survey out soon so that we have more details and characteristics about our ALC initiatives and can find it easier to identify those we want to contact for information. I'm hoping we can meet up at POD in the fall and further advance our connection.

Cheers,

Connie Schroeder, Ph.D.
Associate Director for Programming and Instruction
Center for Instructional and Professional Development
University of Wisconsin-Milwaukee
(414) 229-5764
connies@uwm.edu

Add files

Comments**Emily Gravett**
 Add a comment

POD Essays on Teaching Excellence edited by Emily Gravett
Member News edited by Emily Gravett
Committee Updates edited by Emily Gravett
View All
Navigation



Search this site

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ **POD 2014 Conference**

Presentations 2014
Information for
Presenters 2014

▼ **POD 2013 Conference**

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ **POD Network News**

POD Network News
Archives

▼ **Ground Rules and
Guidelines**

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

**Thoughts about
WikiPODia?****WikiPODia Working
Group Members (a
partial list)**▼ **Resources & Useful
Links**

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap**Recent site activity**

[Contact the Editor \(Fall
2014\)](#)

edited by Emily Gravett

[Contact the Editor \(Spring
2015\)](#)

edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

Guest Column



POD Network News

Spring 2014

INSIDE THIS ISSUE:[President's Message](#)

[Notes from the POD
Office](#)

[Conference News](#)[Committee Updates](#)[Member News](#)[Journal Updates](#)

[POD Active Learning
Classroom Online
Network \(PALCON\)](#)

[Guest Column](#)

[POD Essays on
Teaching Excellence](#)

[Contact the Editor](#)

Students Supporting Teachers in Their Use of Technology in the Classroom: A Strategy to Improve Teaching and Learning Processes at Universidad del Norte

Contributed by Blessed Ballesteros, Mg. Coordinator, Unit of Technology for Learning, and Anabella Martinez, Ed.D., Director, Center for Teaching Excellence, Universidad del Norte, Barranquilla, Colombia

**Why This Strategy**

Currently the use of technology to support learning is common in higher education. This requires that both students and teachers know, understand, and use technology with skill and, more importantly, with a clear pedagogical purpose. It is important that teachers be able to use technology as an effective pedagogical mediation that benefits student learning. This means, for most teachers, the improvement of students' knowledge and skills in the use of the technology from a pedagogical point of view. From an institutional and individual perspective, this requires a substantial effort, especially when professors have many competing demands and little time to devote to the learning and implementation of new technology to support the development of their courses. Given this

context, the training and support provided to professors so that they can improve their competence in the use of the technology really matters and can make difference.

At Universidad del Norte, the Center for Teaching Excellence (CEDU) focuses on providing support, assistance, consulting, and training to achieve an appropriate and easy incorporation of technology in teaching and learning processes. To accomplish part of this task, CEDU has developed a service called **Monitores Tecnológicos**, which translated means **Technological Assistance Service**.

The Purpose of the Strategy

[POD Essays on Teaching Excellence](#)

edited by Emily Gravett

[Member News](#)

edited by Emily Gravett

[Committee Updates](#)

edited by Emily Gravett

[View All](#)

Navigation

The purpose of this strategy is to support faculty in their daily use of the technology when they use it to improve, leverage, or just accomplish their practice during the teaching and learning processes. To provide this support, CEDU has created a group of students that are in charge, under certain conditions and guidelines, to provide such support directly to faculty on a one-on-one basis. They are not the only staff that provides this support as other CEDU staff is also available to assist professors, but they usually are called upon as first responders when a professor solicits help.

The Strategy

The Technological Assistance Service consists of three levels:

1. Consultations: Professors can query through any media on the use of technology in the teaching and learning processes. They can ask for the assistance to be done in whatever location on campus. This level of service usually responds to a particular inquiry that looks to resolve a technical problem the teacher has.
2. Accompaniment: At the teacher's request, he or she is escorted in their use of technology in teaching and learning processes in the classroom. Basically, this level of service implies technical support to implement in-class technologies like iPads, Clickers, smartphones, etc., grounded in pedagogical strategies. This accompaniment also includes peer-to-peer explanations about how to use applications like C-mapTools, Freemain, Prezi, etc. directed at the students in the teacher's class.
3. Counseling: Teachers can request support to develop certain tasks and projects that require the use of technology. Among these tasks are searches of resources the teacher needs for their classes or the preparation of certain materials like different kinds of slides and presentations. In these cases, the level of service could involve one or more work sessions between the teacher and the student assistant.

The technological assistance service is offered Monday through Friday from 8:30 AM to 12:30 PM and from 2:30 to 6:30 PM. During this time, there are always two students on call. Currently the total number of student assistants is 14; the service started with 9, then there were 12, and now we are looking to increase the group. The administration of the service is carried out using the application software Redmine; each service request is created and assigned to a student assistant, who receives an email message (sent by Redmine) that details the assignment, including the name of the professor, the type of service requested, the place, the date, and the time. Every assignment created in Redmine should be updated once the service is completed; the service itself ends when the teacher completes an online survey to evaluate the service.

Selection and Training of Student Assistants

For the selection process, every semester there is an open call to all students currently enrolled in their in 4th to 8th semester, inviting them to become a student technological assistant. In order to be selected, they have to meet the following requirements:

- Disposition to work with faculty; empathy, collaboration, and cooperation.
- Responsible and creative, with a high capacity for teamwork.
- Advanced skills in using digital tools and the Internet.
- Strong communication skills.
- Ability to work in education and training.

To select the students, we conduct interviews where they are asked to role-play scenarios of working with faculty. This makes it possible to know how they might behave under certain conditions and also allows a certain level of assessment of the kind of abilities they have in these five required aspects.

Prior to the start of classes each semester, the selected group of student assistants receives training in pedagogical and technological aspects, so that they are able to respond to the teachers' requests. This training shapes the way in which they should interact with professors. In addition to this training, student assistants are encouraged to enroll in the certificate program for student academic peers, also offered at Universidad del Norte.

Conclusions

During the three academic periods that the service has been offered, it has been well received by professors. The coverage achieved has been stable: during the first period, 197 requests were registered, and during the second period and the third period, 205 and 212 were recorded, respectively. The number of attended teachers in each period was approximately 100, with small variations from period to period.

Based on feedback from the student assistants and professors who have used the service, we have drawn some conclusions:

- Some professors ask for extended service hours.
- Professors highlight the service as positive and value what the students bring to them.
- Teachers are grateful for the service.
- There is a need to make a guide of good practices for the services.
- The most important thing that the Monitors say about their practice is that they are learning and they value this experience.

In sum, the technological assistance program is a program that continues to grow at Universidad del Norte. We believe that the outcomes achieved so far result in part from the flexibility of the program to offer support at whatever time during the day that the professors require it, as well as the different levels of service offered. The challenge that remains is how to help professors become more self-sufficient when they have acquired a certain level of comfort with a new technological tool.



 [Add files](#)

Comments

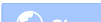


Emily Gravett



POD Essays on Teaching Excellence

Updated Aug 1, 2014, 7:27



Search this site

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ POD 2014 Conference

Presentations 2014
Information for
Presenters 2014

▼ POD 2013 Conference

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ POD Network News

POD Network News
Archives

▼ Ground Rules and Guidelines

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

Thoughts about WikiPODia?

WikiPODia Working Group Members (a partial list)

▼ Resources & Useful Links

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap

Recent site activity

[Contact the Editor \(Fall 2014\)](#)
edited by Emily Gravett

[Contact the Editor \(Spring 2015\)](#)
edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

POD Essays on Teaching Excellence



POD Network News

Spring 2014

INSIDE THIS ISSUE:

Toward the Best in the Academy Volume 17, Number 4, 2005-06

[President's Message](#)

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

[Notes from the POD Office](#)

Teaching Portfolios for Graduate Students: Process, Content, Product, and Benefits

[Conference News](#)

Laura L. B. Border, University of Colorado at Boulder

[Committee Updates](#)

[Member News](#)

Graduate school is a time of exploration and definition. Graduate students who begin their studies with a clear understanding of their career goals are more likely to focus and finish. The teaching portfolio process is an excellent tool to guide graduate students' development and success as they begin to clarify who they are, what they want to teach, and where they want to teach.

[Journal Updates](#)

[POD Active Learning Classroom Online Network \(PALCON\)](#)

The Process

[Guest Column](#)

The process involved in the development of graduate student portfolios is different from that of faculty. Faculty already know what they are teaching and what their career path is. They also know who their peers are and who will be evaluating them for promotion and tenure. Graduate students are explorers engaged in a field of endeavor that is not yet clear to them. As they progress through their programs, they need assistance and guidance to help them find their way. They need guides who understand their disciplines, as well as career paths in those disciplines, and who have a good understanding of postsecondary education in the United States and abroad. Graduate students also need mentors who are able to support them in their search for the academic career track that is ideal for them as individuals. They need mentors who can help them strategize and plan for success regardless of their chosen path. Thus, it is important for graduate students to seek out multiple mentors as they begin to form their viewpoints on teaching and learning. For example, when they enter a department, graduate students should become familiar with each faculty member's strengths and interests. They should ask questions about various postsecondary career tracks, differences in course preparation at the various levels, and questions about job opportunities. They should question various faculty on multiple campuses about teaching, research, and service requirements in different situations, in different institutions. As graduate students begin to develop a good sense of the possibilities available to them, they should

[POD Essays on Teaching Excellence](#)

[Contact the Editor](#)

[POD Essays on Teaching Excellence](#)

edited by Emily Gravett

[Member News](#)

edited by Emily Gravett

[Committee Updates](#)

edited by Emily Gravett

[View All](#)

Navigation

begin to develop a philosophy of teaching and learning that will direct them toward a preferred type of institution. The most important function of a teaching portfolio for graduate students is to prepare them for the job market.

The Content

Because writing generates thought and questioning, the process of actually beginning to write helps graduate students begin to feel more confident and clear about their teaching experience and goals. Graduate student teachers usually have much less experience to draw on than faculty do when approaching the construction of a teaching portfolio. Nonetheless, because of the introduction of TA development programs on many research campuses, some current graduate students have experienced training and support that their faculty never received. Today, graduate students who plan academic careers can focus specifically on preparing for their roles as future faculty rather than bumbling their way through their doctoral programs.

Graduate students who know they want to teach can seek out opportunities to teach in labs, recitations, or courses. They can assist with undergraduate research projects and they can work in vertically integrated research teams. These experiences become the building blocks of individual philosophies of teaching and learning. Concomitantly, participation in teacher preparation activities such as workshops, seminars, courses, and videotape consultation can add skills and confidence, and thus pages, to the portfolio. In their portfolios, graduate students should present current teaching experience while also projecting their plans for teaching courses in the future as a faculty member. Such projections help graduate students identify their preferred areas of research and connect them to budding job opportunities. It is important to start such explorations during the first or second year of graduate school so that individuals can more quickly narrow their interests and define their topics.

The teaching portfolio should also contain a discussion of any assessment and evaluation procedures in which the graduate student was engaged while teaching. It is important for young graduate teachers to begin to define their preferred methods of teaching, preferences in style, content, and approach. Student and faculty mentor feedback can be invaluable in helping graduate students define the styles that are the best fit for them as individuals. Graduate school is a time of exploration and as such is a fertile ground for the development of experience in lecturing, discussion, problem-based learning, concept testing, and other methods. As graduate students develop, they begin to mold themselves into their preferred personal style. This, of course, should be reflected in the teaching portfolio.

Graduate school also presents the opportunity to explore service to the academy, the discipline, and the community. As graduate students build the service section of their portfolios, they become more aware of the importance and pitfalls of academic service. With proper guidance, they can begin to define academic service as an expression of their individual disciplinary expertise and seek out opportunities to build their skills and contacts in service areas of import to their disciplines and to future positions. For example, sitting on graduate student committees or on faculty committees as a graduate student representative can produce a better understanding of the faculty role.

Graduate students need to learn to define and limit their research agendas while they are producing their doctoral dissertations. Nevertheless, many never grasp the fact that the research they produce for their dissertations is likely to guide them through their first faculty positions. Beginning a research section to the portfolio, ideally in the first year of graduate work, can help graduate students better define and refine their interests, topics, and publications. The process of writing about one's research in an objective way while still a graduate student is bound to lead to a more solid and wellplanned lifetime research agenda. Maintaining and updating one's yearly research plan in a portfolio is an excellent method for clarifying one's research path.

The Product

The teaching portfolio should be condensed, clear, well written, and focused on the position and institution that the graduate student job seeker is interested in. Materials should be reduced to the latest three-year span of the individual's career. They should be organized clearly, using a table of contents with illustrative headings that help the reader navigate his or her way through the material. The narrative should read like a carefully crafted paper on the individual who wrote it. This means looking at one's self objectively, examining one's own strengths, weaknesses, contributions, products, and performance. Developing a personal voice and point of view that is sincere and representative of one's own style and methods is indispensable. The portfolio should be accessible and interesting to any faculty member on the hiring committee and short enough to be read quickly. Supportive documentation should be carefully selected, minimal, and powerfully illustrative of the teacher's personal style and contributions.

Uses and Benefits of the Graduate Student Portfolio

Teaching portfolios for graduate students are most useful as supportive materials for the job search. Naturally, form follows function; and graduate students need to prepare portfolios that will actually be understandable to hiring committees. Hiring committees tend to be interested in a teacher's past, present, and future teaching roles and responsibilities. Thus, it is important for graduate teachers to describe what, when, and how they have taught up to the present. With the job search in mind, they also need to project into the future and sketch out courses that they might like to teach at both the undergraduate and graduate levels if the institution in question were to hire them.

Graduate students who successfully complete portfolios for the job search report that they feel more prepared for their telephone interviews, the on-campus interviews, and quite literally for the job itself. Because they have carefully considered their pathway as they have progressed through graduate school, they are able to talk authoritatively, confidently, and clearly to the hiring committee. They are also better able to define for themselves which types of institutions are more likely to be a good fit for them, which of course saves them and their hiring committees time and energy. Graduate students who focus on their strengths, interests, and personal and professional development are much more likely to move into academic careers with ease and gainful outcomes.

Resources

Border, Laura L. B. (2002). The socratic portfolio: A guide for future faculty. *PSOnline*, www.apsanet.org, 35 (4), 739-734.

Seldin, Peter (1997). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. Bolton, MA: Anker.

Laura L. B. Border (Ph.D., University of Colorado at Boulder) is Director of the Graduate Teacher Program, University of Colorado at Boulder.



Add files

Comments



Emily Gravett

Add a comment

Contact the Editor Updated Aug 1, 2014, 7:27 AM



Search this site

by Members of the Professional and Organizational Development Network in Higher Education | www.podnetwork.org

Welcome to WikiPODia

Topics

POD Conferences

POD Committees

POD TIGs

POD Awards

▼ POD 2014 Conference

Presentations 2014
Information for
Presenters 2014

▼ POD 2013 Conference

Create@POD 2013
Excursions 2013
Pre-Conference
Workshops 2013
Plenary Sessions
Presentations 2013
Information for
Presenters

▼ POD Network News

POD Network News
Archives

▼ Ground Rules and Guidelines

Page Format
Guidelines
Step by Step
Directions for
Adding New Pages
to WikiPODia
Wiki Explanation
Video

Thoughts about WikiPODia?

WikiPODia Working Group Members (a partial list)

▼ Resources & Useful Links

Educational &
Faculty
Development
Websites & Program
Information
Periodicals Related
to College Teaching
for General
Readership
Topical Resources
Useful Links

Sitemap

Recent site activity

[Contact the Editor \(Fall 2014\)](#)
edited by Emily Gravett

[Contact the Editor \(Spring 2015\)](#)
edited by Emily Gravett

[POD Network News](#) > [POD Network News Archives](#) > [spring-2014](#) >

Contact the Editor



POD Network News

Spring 2014

INSIDE THIS ISSUE:

[President's Message](#)

[Notes from the POD
Office](#)

[Conference News](#)[Committee Updates](#)[Member News](#)[Journal Updates](#)

[POD Active Learning
Classroom Online
Network \(PALCON\)](#)

[Guest Column](#)

[POD Essays on
Teaching Excellence](#)

[Contact the Editor](#)

POD Network News is published by the Professional and Organizational Development (POD) Network in Higher Education. Current members receive calls for content and notification of publication. Member contributions are encouraged and should be sent directly to the editor.

In 2014, Emily O. Gravett succeeded Amanda G. McKendree as the editor of *POD Network News*. She is also a member of the POD Small Colleges Committee and serves as Retention Chair to the POD Membership Committee. Emily joined the Collaborative for Learning and Teaching at Trinity University as Assistant Director of

Programs in 2013, after working as a graduate student in the University of Virginia's Teaching Resource Center for two years. While her focus at the Collaborative is on programming, such as creating and facilitating pedagogical workshops, she also works individually with faculty to support evidence-based course and assignment design. Her interests include student engagement, writing instruction, discussion-leading, and formative assessment, and she still teaches disciplinary courses, such as Religion and Film. She holds a B.A. in English and Religion from Colgate University and a M.A. and Ph.D. in Religious Studies from the University of Virginia.

Please direct any questions, comments, or ideas to egravett@trinity.edu. She greatly appreciates your feedback!

Add files

Comments



Emily Gravett

Add a comment

[POD Essays on Teaching Excellence](#)
edited by Emily Gravett

[Member News](#)
edited by Emily Gravett

[Committee Updates](#)
edited by Emily Gravett

[View All](#)

Navigation