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Spring 2015

POD Network News Spring 2015

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What Have We Been Up To?

As we near the end of the academic year, I invite you to look back on the work POD has been busy doing. POD members have been organizing and attending events for members—such as the POD Conference, institutes for New Faculty Developers, Organizational or Leadership Development, or the Small College POD monthly online conversations, among others—and writing, editing, and reading POD publications, including *To Improve the Academy*, *Thriving in Academe*, and *POD Network News*. Additionally, we have been hard at work behind the scenes as well—rolling out updates to the website and social media platforms, considering membership benefits and organizational partnerships, revising the Governance Manual, supporting evidence-based practice, and acting on our commitment to inclusion and diversity through research and grants, among other things.

I read about much of the work undertaken by POD committees in reports earlier this spring when the POD Network-elected board of directors, known as the Core Committee, met in early March. Before we launched into a very full agenda, we broke the ice by sharing our metaphors for the POD Network. Two that continue to resonate with me almost two months later are “POD is a linchpin” and “POD is an ecosystem.” Each of these contrasting metaphors (one small but crucial, another larger yet fragile) speak to different qualities of the organization and its relationship with its members and with the higher education environments where POD members live and work.

- As a linchpin, or the fastener passed through the end of an axle to keep the wheel from falling off, POD members play integral parts in keeping things moving, whether at the instructor, course, student, or organizational level.
- As an ecosystem, POD is composed of various members with different professional roles, backgrounds, and institutions who support a range of faculty, staff, and students. Collectively, the health of the whole POD Network depends on the health and relationship of the interacting parts (POD members and committees) and is dependent on climate, shared resources, diversity, and fostering symbiotic and collaborative relationships.

Using these metaphors as a backdrop, we spent the bulk of the meeting discussing the work of the committees, the overarching topics that emerged from those, and voting on this year's budget. POD's budget for the year is determined at the March meeting, when committee

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requests are submitted and discussed with the board, so the agenda was full, yet critical to complete.

I was amazed, once again, at how much a group of focused educational developers can do in a day; each Core meeting seems a testament to the power of distributed leadership and a shared commitment to the organization. I continue to appreciate, as well, the intelligence, dedication, enthusiasm, and hard work of POD's elected representatives on the Core Committee.

Core and the standing committees that make much of the work of POD happen have been working on a number of different projects and themes related to the 2013-18 Strategic Plan, which we are now mid-way through and which centers on the following overarching goals:

- Providing resources, services, and governance to our members.
- Enhancing the visibility and exposure of POD as the premier national professional society for our members.
- Acting on our commitment to inclusion and diversity.
- Advancing evidence-based practice among our members.

At the meeting, a few consistent and overlapping themes emerged from committees, in line with the goals of the strategic plan. What follows are a few highlights:

Fostering Partnerships and outreach: One consistent theme has been the increasing need to better define and support intra- and inter-organizational partnerships—between committees within POD and between POD and other national and international higher education organizations focused on educational development and improved student learning. Internally, POD's presidential officers are rethinking how we support and help coordinate work across and between committees to improve communication and efficiencies and better identify productive overlaps in committee work. Externally, two Outreach subcommittees have been reconstituted and charged with creating guidelines and policies to help POD build active partnerships nationally and internationally—with, for example, NSF or in response to calls to partner with developers in other countries. An ad hoc committee focused on Partnerships has also been working diligently to define categories and guidelines for partnerships. Taken together, this work helps us align our efforts as an organization and think intentionally and deliberately about how we collaborate, educate, and advocate for the organization and its members through partnership and outreach.

Clarifying and communicating identity, mission, and member benefits and needs: As we grow, we realize that it is important to confirm and communicate the values, mission, and guiding principles of the organization, and to know who POD members are and how (or whether) their roles, needs, or interests are changing, so that the organization stays current and as nimble as an all-volunteer organization can be. Internally, POD committees are analyzing membership, conference fees, support, and structure; defining member benefits; and developing a membership survey. Many of the standing committees work on externally facing aspects of this theme, including updating POD's web presence and reaching out to developers at different institutional types and career stages. At the March meeting, Core appointed a task force to explore marketing plans to better communicate who we are to a number of different audiences.

Making evidence-based decisions and encouraging fiscal responsibility: Along with the reports and budget requests, committees are asked to include their goals for the previous year and evidence of the achievement or impact of those, particularly for ones associated with a budget request. As Core responded to requests and worked to balance and approve next year's budget, we relied on those reports, on the knowledge of the Executive Director and Finance Committee chairs, and on demonstrations of need and efficacy.

Ensuring our processes are fair, transparent, and inclusive and honoring the distributed leadership model: One consistent observation made at this year's meeting was the growing complexity of the organization. The standing committees are now large, multifaceted, and within the past decade have developed governance and subcommittee structures to clarify processes, provide continuity, and focus the work of the committees in order to support POD members and the organization as a whole. The standing committees do much of the heavy lifting of the organization, and Core's job is to listen, offer support, guidance, or feedback, and to attend to the health of the overarching "ecosystem" without micromanaging. And the committees continue to do excellent work, while also clarifying processes, ensuring clear and equitable selection criteria for grants and programs, and developing committee governance and oversight accordingly.

To find out more about the specific work of the committees, or to join in the work, I encourage you to visit the [POD Standing Committees webpage](#) to contact a committee chair, or to plan to attend a committee meeting during the conference in November.

As someone said recently on the POD listserv: "because POD is an almost-all volunteer organization, that means that POD is US, and WE are POD." Embrace the we. Become a linchpin for the organization. Find out more about what the committees are doing. Connect, collaborate, and get involved. Help us keep our ecosystem healthy, thriving, and sustainable, so that we can all benefit from the relationships and ideas that feed our work as educational developers.

-- *Deandra Little*

Deandra Little directs the Center for the Advancement of Teaching and Learning and is an associate professor of English at Elon University. A member of POD since 2001, she served on the POD Core committee from 2011-2013 and is currently POD President. She was an associate editor of the *International Journal of Academic Development* from 2011-2014.

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Registration for the 2015 annual POD conference, our 40th anniversary conference to be held in San Francisco (November 4-8), will officially open on July 1st. If you need to register earlier, please let me know (podoffice@podnetwork.org) as soon as possible. The 2015 conference registration fees and all necessary details will be posted on the POD website in May.

Remember to send your ideas for items to include in the POD 2015-2055 Time Capsule. Please use the official [POD Network Time Capsule Artifact Form](#). The deadline to propose

items to include in the time capsule is Tuesday, June 30th. All artifacts must be sent to the Chair of the History Committee:

Dakin Burdick
7 Poplar St.
Ipswich, MA 01938

If an artifact is unusual or weighs more than a pound, please contact Dakin (dburdick@mountida.edu) to confirm that its inclusion is possible and appropriate. Artifacts should be received by August 1, 2015.

Spring is a great time to get more involved with POD. If you're interested, consider joining a committee. The list of standing committees is [here](#). Send an email to the committee chair or to podoffice@podnetwork.org to learn more.

Hoag Holmgren
Executive Director

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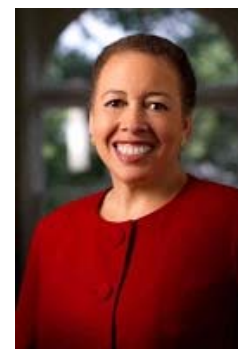
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workshops, interactive and research sessions, roundtables, and posters that will help us explore this year's conference theme, Back to the Future: Critical Reflection, Effective Practice.

We are excited to share that we will have [Dr. Beverly Tatum](#) as the plenary speaker this year. She is widely recognized as an expert in race relations and author of three books, *Can We Talk About Race? And Other Conversations in an Era of School Resegregation* (2007), *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations about Race* (1997), and *Assimilation Blues: Black Families in a White Community* (1987). Dr. Tatum was the 2005 recipient of the Brock International Prize in Education and the 2013 recipient of the Carnegie Academic Leadership Award. This year's plenary format will be different from past years as we look to "flip" the traditional keynote address and provide the POD membership opportunities to shape the themes and ideas Dr. Tatum will explore with us in San Francisco. Keep an eye out for additional information on how to submit topics, questions, and ideas you would like included in POD's first-ever "flipped" plenary discussion.



Due to the success of POD-U (POD Unconference) sessions last year, we will continue to include Lighting Talks and Speed Geeking this year. We found that participants last year enjoyed the opportunity to explore and connect with others that had similar interests.

To help us commemorate the 40th annual POD Conference, the conference committee is working with the History Committee to create a time capsule that will be opened in 2055. Stay tuned for more details on how you can contribute items to the time capsule. The collected materials will be displayed during the conference.

The conference team will visit San Francisco in mid-April to continue preparations for the 40th annual POD Conference (November 4-8, 2015). While in San Francisco we will determine a set of pre-conference

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Our conference hotel is the [San Francisco Hyatt Regency Airport](#) (ask for the POD conference rate of \$149 per night). This lovely hotel provides great spaces and modern amenities. A complimentary hotel shuttle runs continuously to the airport and local BART station. We are finalizing several exciting conference excursions. Please look for additional information in the coming months.

Registration for POD 2015 will open on July 1st, and additional details will be available on the POD website soon. We look forward to seeing you in San Francisco to help us commemorate our 40th annual conference!

Warmly,
2015 POD Conference Team

David Sacks, Conference Co-Chair
Bill Watson, Conference Co-Chair
Carl Moore, Program Co-Chair
Carolyn Oxenford, Program Co-Chair



[http://en.wikipedia.org/wiki/File:San_Francisco_\(Sunset\).jpg](http://en.wikipedia.org/wiki/File:San_Francisco_(Sunset).jpg)

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The POD Diversity Committee is proud to announce that will be again offering two unique grant opportunities, the Educational Development Internship Grant and the Donald H. Wulff Diversity Travel Fellowship to attend the **2015 POD Conference in San Francisco, California, on November 4-8, 2015!**

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The Donald H. Wulff Diversity Travel Fellowship seeks to increase participation by people from historically underrepresented racial and/or ethnic groups 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.). We welcome applications from all individuals, irrespective of the individuals' nationality and/or citizenship.

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The Educational Development Internship Grant aims to provide institutions with funding to support an internship position related to educational development in higher education. The goals for the Internship Program are: (1) to provide a person from a historically underrepresented racial and/or ethnic group (as defined within the U.S. context) with career exploration opportunities in educational development; and (2) to support the intern's attendance either at the beginning of the grant, at the 2015 POD Conference in San Francisco, or at the end of the grant, at the 2016 POD Conference.

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The deadline for both applications is **Friday, May 22, 2015, by 5 pm EDT**. Guidelines for both grant opportunities and eligibility criteria can be found at <http://podnetwork.org/about-us/grants-and-awards/>.

For more information, please contact Isis Artze-Vega, Coordinator - POD Diversity Committee Grants Program, at pod.diversity@gmail.com.

Submitted by Pamela Roy

Finance Committee

The Finance Committee is charged with helping to assure that POD is meeting its fiduciary

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responsibilities and remains in good financial health. Recent activities of the committee include: reviewing quarterly reports, monitoring POD's investments, preparing a draft budget for the next fiscal year (which begins on July 1), and working to assure POD's future through a recently implemented gifting and bequests program.

Submitted by Debra Lohe

Grants Committee

The Grants Committee is pleased to announce that additional funding will be available for the 2015-2016 award period. The Core Committee has made a total of \$12,000 available to fund projects in the following two categories:

POD Early Researcher Grant: The purpose for this new line of funding is to support POD members who are initiating their first research in an area related to teaching and learning or to broader educational or organizational development. This includes seasoned researchers from other disciplines who have become POD members, but who have not received external funding or published research related to the aforementioned areas focus. We also encourage applications from those who have not had a research program before and are looking to enter into one. \$4,000 has been allocated for funding Early Researcher proposals, and applicants may request between \$500 and \$2,000.

POD Research Grant: The purpose for this sustained line of funding is to support POD members who have research experience that includes publication and possibly external funding. Funding may be used to initiate research in a new area or to expand/extend research already in progress, including research supported by other external funding. \$8,000 has been allocated for funding POD Research Grants, and we seek to award two proposals for up to \$4,000 each. An announcement that includes the submission guidelines, proposal form, and due dates will be emailed to POD members in April.

Submitted by Dennis Munk

Professional Development Committee

Who we are:

Members: 20 colleagues from a variety of higher education contexts
Chairs: Martin Springborg (current, martin.springborg@gmail.com), Laurel Willingham-McLain (past, willingham@duq.edu), Francine Glazer (elect, fglazer@nyit.edu)

What we do:

We oversee programming to help POD members learn and grow as educational developers across their life span. Examples:

- Institute for New Faculty Developers – June 15-19, 2015, Asheville, NC
- Getting Started: Workshop for New Educational Developers – preconference workshop, POD annual conference, November 2015
- How's it Going? Reflecting on our Work – preconference workshop for early and mid-career educational developers, POD annual conference, November 2015
- Organizational Development Institute – January 2016 at the AAC&U Annual Meeting, call for proposals is coming soon
- Leadership Development Institute – call for proposals is due May 1, 2015, for summer

2016 institute

Committee member tasks:

Each person is actively involved, but there are varying levels of commitment: chair the entire committee, chair subcommittees for one program, help update calls for proposals and evaluation criteria, evaluate proposals, help communicate and assess our programs, serve as liaison with other POD initiatives, and, of course, bring new ideas to the table.

Want to get involved?

Send an email to one of the chairs, visit our Resource Fair table, and/or attend the open committee meeting held during the POD annual conference. We generally change chairs and add members to the committee annually in March. Members commit to a three-year term, if possible.

Submitted by Laurel Willingham-McLain

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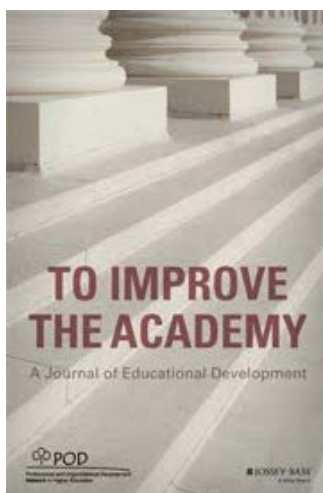
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To Improve the Academy: A Journal of Educational Development

This spring, *To Improve the Academy: A Journal of Educational Development* will publish its fourth electronic issue—a robust edition of 13 articles of innovative research and practice in educational development, including an invited essay by outgoing editor Laura Cruz (Western Carolina University). This “super-sized” issue with a June 2015 publication date forms the entire 2015 volume as we align our new production schedule. Going forward *TIA* will publish in January and June.

With this impressive collection of scholarship, Laura marks the end of her tenure as editor, an extraordinary period in which she not only ushered *To Improve the Academy* into the digital age, but also established frameworks to ensure excellence at the POD Network's flagship journal.

Meanwhile, guest editors Martin Springborg (Minnesota State Colleges & Universities) and Cassandra Horii (Cal Tech) join new *TIA* editor Gary Hawkins (Warren Wilson College) to curate *TIA*'s first themed issue. For the Creative Scholarship Feature (Volume 35), we seek articles that take a creative approach to the scholarship of educational development, bridge divides between critical and creative practices, and use a variety of media (images, videos, animations, visualizations) as evidence in creative ways. For more information about the special feature, please see the full call for submissions here:

<http://podnetwork.org/content/uploads/TIA-Creative-Call2.pdf>

The submission deadline is June 30, 2015.

TIA continues to solicit and publish articles of research and practice alongside this special theme.

While we have faced some technical challenges that have interrupted access to the digital journal, we believe we have solved those problems (and streamlined troubleshooting processes for the future) to allow consistent access to the current issue and recent digital archives.

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- Log in to the main POD Network page: <http://podnetwork.org/>
- Go to Publications > To Improve the Academy: <http://podnetwork.org/publications/to-improve-the-academy/>
- Click "Recent Articles Online" in the lefthand navigation bar: <http://podnetwork.org/publications/to-improve-the-academy-digital/>

Note: This will route you to the Wiley Online Library. To have access to all of the *TIA* articles, you must first to be logged in to the POD Network site.

To submit your manuscript for consideration with *To Improve the Academy*, please visit <http://mc.manuscriptcentral.com/toimprovetheacademy>. We accept manuscripts 365 days per year, 24 hours a day.

TIA is always looking for thoughtful and qualified reviewers, including those willing to review submissions for the Creative Scholarship feature. If this could be you, please register your interest here: <http://mc.manuscriptcentral.com/toimprovetheacademy>

- From this site, choose "New User? Register here." In the process, you will be asked to choose 3-5 "keywords" related to your areas of expertise. If you would like to have the opportunity to review submissions for the Creative Scholarship Feature, please write in "CREATIVE" as your "Additional Keyword."
- If you are already a *TIA* reviewer and would like to review for the Creative Scholarship feature, please log in to your account and visit your User ID & Password page (see drop down menu at the top, under your name); there you may revise your keywords to add "CREATIVE" as the "Additional Keyword."

***To Improve the Academy* Editors**

Gary Hawkins, **Editor**, Warren Wilson College
Laura Cruz, **Past-Editor**, Western Carolina University
Abigail Wood, **Assistant Editor**, Western Carolina University

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D. Lynn Sorenson

After 21 years at Brigham Young University (Provo, Utah), Lynn Sorenson spent a year at Ocean University of China where she served as an international consultant in the Center for Enhanced Teaching and Learning and as an associate professor of English, teaching advanced spoken English. Upon her return, Lynn was pleased to rejoin with POD colleagues at the Dallas conference, and she has resumed her consulting with Dee Fink & Associates. Her "Integrated Course Design" consultations this year include, among others, Whitman College in Walla Walla, Washington, and Rosario University in Bogota, Colombia (in Spanish).

25th Anniversary, Center for Teaching Excellence, Duquesne University

Dr. Dorothy A. Frayer founded the Duquesne University, Center for Teaching Excellence (CTE) in 1989, in response to a recommendation from a faculty university teaching committee to the provost. The faculty representatives contended that if Duquesne evaluates faculty, they must also support them. Duquesne espouses a "teacher-scholar" model, and our purpose at the CTE is to help faculty and TAs excel as teacher-scholars deeply invested in students' learning. We celebrated our 25th anniversary at the annual Celebration of Teaching Excellence, March 26, 2015, by sharing a brief video of faculty and graduate student peer leaders' words about CTE. More information can be found here:

www.duq.edu/cte.

Submitted by Laurel Willingham-McLain

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Dorothy Frayer, Founding Director



Current CTE personnel (from left to right): Michael McGravey, Erin Rentschler, Laurel Willingham-McLain, Rachel Luckenbill, and Steven Hansen



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Emily Gravett

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Essays on Teaching Excellence (Spring 2015)



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INSIDE THIS ISSUE: We continue to feature a selected POD Essay on Teaching Excellence in each issue of the *POD Network News*.

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Toward the Best in the Academy Volume 17, Number 1, 2005-06

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Leveling the Field: Using Rubrics to Achieve Greater Equity in Teaching and Grading

[Conference News](#)

Dannelle D. Stevens and Antonia Levi, Portland State University

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The student body is changing on most American campuses with increasing numbers of minority students, first generation students, and non-native English speakers. Such students bring to campus and classrooms a vital and exhilarating breadth of experience. Yet they also bring new challenges (Gregory, 2000).

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One major challenge is simply retention. First generation students' drop-out rate is almost double that of students whose parents attended college. Minority students and non-native English speakers are also at greater risk than more traditional students. And many students fall not in just one of these categories, but in all of them: many minority students, for example, are also first generation and non-native English speakers.

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There is no single way to address this challenge. New social, financial, and academic support systems are needed and are slowly coming into being (Rodriguez, 2003), but there are smaller things professors can do in their classes to help such students and others thrive. One of these things is to use rubrics both as a grading tool and teaching device (Stevens & Levi, 2005).

Rubrics assist minority, first generation, and/or non-native English speaking students in four fundamental ways:

- Rubrics spell out explicit expectations for individual assignments. In so doing, they carefully describe hidden and often unspoken assumptions of academic culture such as the need for citations to avoid plagiarism, the importance of punctuality, and the terminology of academic and disciplinary discourses.
- Rubrics delineate both the strongest and weakest ways that students can complete an assignment within given skill areas. Over multiple assignments, feedback on these skill

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- areas allows students to recognize and address their strengths and weaknesses.
- Rubrics foster equitable grading practices for both students and professors.
 - Rubrics facilitate communication with support services and help these services focus their efforts.

What is a rubric?

A rubric is a grading tool that lays out assignment expectations on a grid. Most grading rubrics describe the expectations of an assignment across 3 to 5 levels of performance, for example, from exemplary to developing. Explicit descriptions of the different levels of performance emphasize a developmental view of education. In addition, the task is divided into dimensions or criteria that label the various sub-skills required to complete the assignment, for example, "organization," "content," and "conventions". The 3-level rubric with four dimensions at the end of this essay was created to grade short papers for a film class containing an unusual number of non-native English speakers and first generation students.

Clarifying Expectations

This sample rubric notifies students of expectations before they begin writing. By discussing the expectations when the rubric is handed out, a teacher clarifies the task. Such preliminary discussions allow many misconceptions to be corrected.

In the "content" dimension in the sample rubric, for example, discussion of the need for centralizing themes and supporting evidence for all claims is useful for students, but particularly for those who may not be familiar with this component of American scholarly practice. Such discussion can also help define words that may seem colloquially familiar to students but that have a very different meaning in academic usage. In one class, for example, a student was unfamiliar with the word "theme" in any context except his senior prom. Similarly, the "organization" dimension clarifies the need to structure paragraphs and sentences so as to move the reader along in a logical way. The "conventions" dimension is particularly revealing to non-native English speakers because it clarifies the fact that English skills are only one part of writing a good paper and that it is possible to excel in all other areas even if this one is weak. The rubric also reminds the professor of that fact. Finally, the "rules" dimension clarifies the importance of punctuality in a way that links it directly to the grading process.

Integrating rubrics into class discussion and written work in this way also forces students to take greater responsibility for their learning and to become more active learners. With rubrics, students have the opportunity to grade their own work before turning it in. Professors may also find that peer reviews of student work using the rubric can strengthen performance as well as the understanding of task expectations.

Charting Progress

The skill-related dimensions on the rubric are especially useful in classes that have a large number of written assignments because they allow students to gauge their own progress and to become more active, self-motivated learners. Professors can increase this utility by encouraging students to save their rubrics and compare them over a period of time. Doing so helps students see a pattern of strengths and weaknesses and then develop a plan to address areas where they consistently receive low marks. Ideally, students should also begin to see a pattern of improvement on subsequent rubrics in those dimensions after a period of time.

Such self-directed analyses of learning problems and plans for improvement are useful for all students, but they are often a revelation for those whose previous educational experience and/or cultural background stressed dependence on the teacher.

Equity

Studies indicate that freshmen are more likely than other students to feel that they are graded unfairly. This seems to be even more true for minority and first generation students (Smedley, Meyers & Harrell, 1993). Even when this perception is utterly mistaken, it cannot be dismissed since the perception itself can have a negative impact on student learning. By spelling out the criteria used in grading, and emphasizing that the same criteria are used for all students, rubrics can do much to alleviate this concern.

Rubrics can also be reassuring for professors who often wonder if their grading is as equitable as they want it to be. Their concern may be about whether the first paper on the stack is graded in the same way and with the same criteria as the last. Using rubrics provides them with a fair degree of certainty that they are consistent in their grading practices.

Support Services

Most institutions have support services in place for non-traditional students such as writing centers, tutoring services, libraries, counselors, and peer tutoring groups. Rubrics—along with syllabi, assignments, and other classroom handouts—can be invaluable in helping support services determine what kind of help each student needs. Professors should encourage their students to bring their rubrics (including those already used to grade specific assignments) along with them when they utilize these services.

One Small Step

Using rubrics for grading and then integrating them into classroom teaching is a step on the path toward greater equity for all students. This grading tool can also have a powerful effect on student learning and retention. Because they make explicit a wide variety of unspoken assumptions and expectations in academic culture, rubrics are particularly helpful for minority students, first generation students, and non-native English speakers.

	Exemplary	Competent	Developing
Content	Main themes are identified and compared/contrasted with sufficient depth and completeness, strong support and adequate detail.	Main themes are identified and compared/contrasted in a vague way, or not as deeply as they might be. Supporting evidence and analyses are lacking in detail or unclear.	Main themes are poorly identified or not identified. Comparison/contrast is limited or missing, as is supporting evidence and analysis.
Organization	Writing demonstrates a unified and consistent organization. The order and structure of the essay, paragraphs, and sentences are compelling and move the reader through the text easily.	Writing demonstrates a logical order and structure that may be formulaic or inconsistent. Paragraphs, sentences, and/or transitions are sometimes effective but sometimes not.	Writing lacks a clear structure or order. Paragraphs and sentences are convoluted and difficult to decipher. Transitions are abrupt and the reasons for them unclear.
Conventions	Grammar, spelling, punctuation, capitalization, and vocabulary usage are correct and appropriate.	Grammar, spelling, punctuation, capitalization, and vocabulary usage contain some flaws that do not impede readability.	Grammar, spelling, punctuation, capitalization, and vocabulary usage contain major flaws that impede readability. The

	The tone is consistent and appropriate to the assignment.	The tone is inconsistent and/or inappropriate.	tone is wildly inconsistent and/or inappropriate.
Rules	The essay fulfills the assignment and was turned in on time.	The essay only partially fulfills the assignment and/or was turned in one day late.	The essay fails to fulfill the assignment and/or was turned in more than one day late.

Stevens, D. D., & Levi, A. J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling, VA; Stylus.

Youth and the Family in Japan and America

Rubric for Directed Essays

Task: Write a 3-4 page essay answering one of the questions regarding this week's films. Be sure to include both films and compare and contrast what they reveal about youth and the family in America and Japan.

References and Resources

Gregory, S. T. (April, 2000). Selected innovations in higher education designed to enhance the racial climate for students of color in predominately White colleges and universities. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Rodriguez, S. (2003). What helps some first generation students succeed. About Campus, 8(4), 17-23.

Smedley, B., Myers, H., & Harrell, S. (1993). Minority-status stresses and the college adjustment of ethnic minority freshman. Journal of Higher Education, 64, 434-52.

Dannelle D. Stevens (Ph.D., Michigan State University) is Associate Professor, Portland State University. Antonia J. Levi (Ph.D., Stanford University) is Associate Professor, Portland State University.

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Submission Guidelines (Spring 2015)



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INSIDE THIS ISSUE: Submissions can be sent electronically as attachments in Microsoft Word to Emily Gravett at egravett@trinity.edu.

- [President's Message](#) In an effort to keep the style consistent, please follow the Submission Guidelines below:
- [Notes from the POD Office](#)
- Submissions should be written in the active voice and free of spelling and grammatical errors.
 - Photos are encouraged (JPG format; 600x800 pixels).
 - Submissions may include formatting (bold, italics, etc.).
 - Paragraphs should be indented and single spaced.

[Conference News](#)

[Committee Updates](#) In addition, authors are asked to:

- [Journal Updates](#)
1. Use APA style for source citations and references. See guidelines in the Publication Manual of the American Psychological Association, 6th edition.
 2. Use full names of colleges and universities and include location (e.g., University of Colorado at Boulder).
 3. Define acronyms.
 4. Use gender-free language.
 5. Include a byline (name of author) at the end.
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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 became 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!

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