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Fall 2004

POD Network News, Fall 2004

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President's Column

There is a lot of exciting activity in POD these days, both inside our organization and in our contacts with other organizations. I would like to share information about some of these activities for two reasons: (a) what you are doing in faculty development is important, and (b) other people and other organizations are increasingly recognizing its importance.

Internal Activities

Members of the Core Committee have been working on the four areas that were recently identified as strategically important for POD:

- enhancing member services,
- furthering the professionalization of faculty development,
- promoting organizational change, and
- increasing our outreach efforts.

The specific activities of each of these efforts are described in a separate essay in this newsletter. So I will focus on the outreach activities. They reveal important aspects about the ways higher education is changing—ways that are favorable to faculty development.

Increasing Contact with Other Organizations

In the last few months, a number of veteran POD members and I have been active making contact with other organizations in higher education. Our purpose is to create a more supportive general environment for faculty development; we also want others to know what POD is about and its valuable resources.

Regional Accrediting Associations. As mentioned in the previous newsletter, all six regional accrediting associations have changed either their criteria or their practices in the last two years. They are calling for more evidence of (a) high quality student learning, and (b) faculty learning about teaching. (For a synopsis of these changes, see: www.ou.edu/idp/materials/accrediting.htm.)

In April, several POD members made presentations at the annual conference of the North Central Accrediting Association. The over 400 people in attendance, mainly senior-level administrators,

learned much about POD and about faculty development.

In May, I visited with a representative of the Middle States Accrediting Association. This led to POD being invited to do a workshop on faculty development, institutional improvement, and accreditation at Middle States' annual conference in December. The workshop will be led by Phyllis Blumberg (University of the Sciences in Philadelphia) and Mary Deane Sorcinelli (University of Massachusetts–Amherst). Our discussions also opened the door for future activities with the Middle States' accreditation review teams.

On the same general topic of quality assurance in higher education, I conversed with Bill Massy. Bill is a former provost of Stanford University, where he worked extensively (and successfully) to instill quality assurance procedures with universities in Hong Kong. He currently heads a consulting group located in Jackson Hole, Wyoming, and he has authored a book on quality and cost containment in higher education (*Honoring the trust*, Anker, 2003). We talked about the value of POD developing a list of "Exemplary Practices" that would identify different dimensions of good institutional support for faculty development. These could be used both by colleges and universities wanting to incorporate good practices and by quality assurance groups (e.g., accreditation teams) that need an understanding of what constitutes good practices. This project, and others, were considered when I spoke with organizational leaders in the Association of American Colleges and Universities (AAC&U) and at the Carnegie Foundation.

Other Organizations in Higher Education. Another positive development in higher education is the growing recognition of the value of including POD and faculty development in efforts to promote better teaching and learning. Ruth Streveler (Colorado School of Mines) recently received an NSF grant that draws on the expertise of several POD members to promote better faculty development in engineering and science education. The Association of American Geographers recently submitted an NSF proposal that includes POD as a major partner on a project to survey departmental practices in relation to preparing graduate students for future teaching.

Linda von Hoene (Berkeley) is awaiting word on a proposal she submitted to (a) provide training for future faculty and TA developers at the POD conference, and (b) conduct research on the impact of that training.

International. It is also exciting to see POD and faculty development becoming more visible internationally.

- POD was well represented at two conferences held in Canada this summer: Canada's Society for Teaching and Learning in Higher Education (STLHE) and the International Consortium for Educational Development (ICED). There are reports of these conferences elsewhere in this newsletter.
- In late May, I had the pleasure of making a presentation on faculty development and leading a workshop on course design at the American University of Technology (AUT) in Halat, Lebanon, located just north of Beirut. The presentation was attended by people from other Lebanese universities and the government minister in charge of higher education in Lebanon. At the end of my visit, the President, the Provost, and the Director of AUT's newly established Center for Distinction in Teaching and Learning expressed an interest in playing a leadership role in promoting faculty development among other universities in Lebanon and possibly elsewhere in the Middle East. We are currently exploring what they can do toward this goal and what POD can do to help them.

POD Conference

What all of this points toward is a growing recognition, both in colleges and universities and among other organizations that work in higher education, that **faculty development is of central importance if we want to collectively improve the quality of higher education.** As this happens, it behooves those of us in the field to learn both how to benefit from these events and how to contribute to them.

One of the most significant opportunities for such learning is POD's annual conference. The conference planners have worked especially hard to make sure there are activities of value for different kinds of attendees:

- new faculty developers—workshops and sessions on the basics of faculty development,
- experienced faculty developers—workshops and sessions focused on issues and areas where we need to grow,

- faculty members—sessions that explore ideas about teaching and learning,
- graduate students—sessions on teaching, learning, and, for those considering this as an area of future professional interest, faculty development, and
- administrators—all of the above, plus a special program this year just for administrators and plenary speakers who will address a number of major issues related to higher education and faculty development.

We hope you come to the conference and that you will invite others on your campus. All who attend will have the exceptional opportunity of learning from today's leaders in higher education!

Dee Fink, President

POD's Strategic Planning Activities

When the Core Committee met this past April, one of its big accomplishments was the identification of four areas of strategic importance for POD's future well-being. Core members have been working hard to start moving on these areas of concern. As this process continues, we will be involving more and more members in the implementation task. Following is a summary of our thinking or activities on these initiatives.

Enhancing Member Services

This is mainly in the "thinking" stage—thinking about what new or better services would be most valuable to POD members. One of the leading ideas is to redesign the POD website to provide additional and useful types of information. If you have ideas, either about the web site or about new and valuable kinds of services, please contact Kay and Frank Gillespie, Lynn Sorenson, or Dee Fink.

Furthering the Professionalization of Faculty Development

Under Laura Border's leadership, a subgroup of Core members has developed some specific objectives for this general goal. This group is also developing action strategies, timelines, a list of needed financial resources, and the POD committees that will work on different aspects of this task.

Objective 1: .Define the professionalization of faculty development in the context of POD.

Objective 2: .Articulate the needs of POD members regarding professionalization.

Objective 3: .Develop methods to enhance the professionalization of members of POD.

Objective 4: .Develop a process capable of assessing professional practice.

Objective 5: Contribute to the published literature on professionalization.

Objective 6: Provide POD funding to support the enhancement and assessment of professional practice.

Promoting Organizational Change

The general goal of this area is to find ways to promote, from internal or external sources, organizational change in colleges and universities that will lead to better teaching and learning. One effort in this direction, already in place, is the identification of a strand of sessions at the upcoming POD conference that will speak to ways of promoting organizational change. The group, coordinated by Virleen Carlson, is also looking at possible research efforts and ways of using the POD web site for this purpose.

Increasing Our Outreach Efforts

This strategic goal has two purposes: (a) to encourage colleges and universities without faculty programs to establish one, and (b) to increase the level of interaction between POD and other organizations in higher education. A step in this direction has been the formal structuring of the Small College Committee, now chaired by Mike Reder of Connecticut College. At this point in time, a smaller percentage of small, liberal arts colleges have faculty development programs, compared to other types of colleges. This category of membership, however, is also the fastest growing. One of the tasks of this committee is to find ways of continuing this area of outreach, possibly in cooperation with the Regional Outreach Committee.

The current president of POD, Dee Fink, has been especially interested in making contact with other organizations. During the last few months, he has held discussions with the heads or other representatives of several organizations, as described in the President's Column of this issue of the newsletter. Most of these individuals did not previously know about POD and were not clear about the key role of faculty development in higher education; they are now much better informed on these two topics!

POD Core Committee Self-Nomination

Membership on the POD Core Committee offers an opportunity to help guide the future of POD and to meet wonderful colleagues. Please consider serving in this important role. You may nominate yourself to the election slate for 2005-2008 according to the instructions at the end of this newsletter. Candidates must have been members of POD for at least three years before self-nomination.

Candidates' statements are to be submitted electronically to the POD office and are due by October 29th, 2004. The office will post the candidate information on the POD website and then send ballots out in mid-November. Election results will be reported by the end of December.

The key elements of the role and responsibilities as a Core member are the following:

Role. Each year the POD membership elects five new Core Committee members to serve for three-year terms. The Core Committee, a committee of no more than 18 members with the officers, functions as the board of directors for POD. Many Core members also take the lead on at least one POD committee.

Meetings. New Core members for 2005-2008 will first join the Core Committee for a day-and-a-half meeting prior to the 2005 annual fall conference and then for a day-long meeting usually held in conjunction with the spring AAHE conference. Core Committee members receive the agenda, committee reports, action items for discussion, and pertinent reading materials prior to Core meetings. Between meetings, official POD discussions and business are conducted through electronic mail and sometimes through conference calls.

Financial Support. Core members receive \$150.00 per day toward expenses for the days on which the Core Committee meets.

TIA Call for Manuscripts

We invite submissions for the 2005 edition of *To Improve the Academy*. Since its inception in 1982, *To Improve the Academy* has provided a forum for articles on instructional, faculty, and organizational development. Manuscripts are solicited on those

three general areas and may be research-based, programmatic, or reflective pieces.

The audience for *To Improve the Academy* is composed of several constituencies who share an interest in improving the climate for teaching and learning in higher education, including faculty and organizational development administrators and consultants. Articles should be designed to inform and assist these members of the academic community with their work. Papers accepted for publication demonstrate scholarly excellence in research, innovation, and integration or inspiration about instructional, faculty, and organizational development.

Submission Requirements

- Maximum length of articles is 20 pages, double-spaced (12-point font).
- Manuscripts must be prepared according to the guidelines in the *Publication Manual of the American Psychological Association* (5th ed.).
- Include a title that clearly informs the reader about the content.
- Include an abstract of 100 words or less.
- Citations appear in the reference section at the end of the manuscript. In the text, sources are cited by author(s) and date and, if direct quotations are used, the page number(s).
- Headings, if they are used, are not numbered.
- When you describe new approaches and programs, please include evaluative information.

Submit two copies of the cover sheet (see insert), two copies of your complete manuscript, and three copies that omit your name and any reference to your institution. Do not send a disk with the review copies. The editors will provide prompt feedback on all manuscripts. If your manuscript is accepted for publication, we will ask you to send the document (including all charts and tables) and a biographical statement in electronic form. Please send inquiries and manuscripts by December 13, 2004, to Sandra Chadwick-Blossey, Ph.D., Rollins College, 1000 Holt Avenue, Winter Park, FL 32789, 407-628-6353 (ph.), 407-646-1581 (fax), schadwick@rollins.edu (e-mail).

Bright Idea Awards 2004 Call for Submissions

A long-standing POD tradition continues in Montréal with the Bright Idea Awards (BIA). This unique conference event is a highlight of the annual POD con-

ference. Bright Idea Awards will be presented to participants who have implemented creative ideas for the enhancement of teaching and learning or faculty development.

Highlights of the Process:

- e-mail submission of all Bright Idea entries prior to the Montréal conference,
- Friday evening poster session presentation by all award recipients,
- Saturday evening banquet and awards ceremony,
- Recognition Candles and the Bright Idea Traveling Lamp Award,
- award certificates,
- award letters to recipients' campus officials and public affairs offices,
- web site at <http://atech2.wku.edu/skuhlens/-bidea/> featuring submission guidelines and past and current Bright Ideas.

See the enclosed flyer for more details. If you have additional questions, contact Cynthia Desrochers, California State University, Northridge, cynthia.desrochers@csun.edu. Submit your entry via e-mail by Monday, September 20, 2004.

POD Represented at Two International Conferences

Two international conferences were held in Canada this past June. The following comments were provided by POD attendees.

The Society for Teaching and Learning in Higher Education (STLHE) is the primary national organization promoting faculty development in Canada. Several hundred educators, administrators, and students gathered in Ottawa, Canada's national capital, to experience the "Richness of the University Mosaic: from Diversity to Individuality." The Teaching and Learning Support Service of the University of Ottawa organized the event on campus, adjacent to the city centre and within walking distance of the Canadian Parliament. Participants explored the theme with keynote speakers and through a handful of pre-conference workshops, as well as over one hundred concurrent sessions and more than twenty poster displays. The organizing committee took great pains to include French as well as English language sessions and services to better reflect the Canadian linguistic and cultural

mosaic.

POD was officially represented by Alan Wright. Several members of POD made well-received presentations at the conference. In addition, through a reciprocal agreement between POD and STLHE, a one-page announcement in the STLHE Conference program booklet invited participants to the POD Network's 29th Annual Conference in Montréal, November 4-7.

The International Consortium for Educational Development (ICED) is a consortium, not primarily for individual members, but of national organizations promoting faculty development. One of its primary goals is to encourage and support new national organizations in emerging regions. Dee Fink, POD president, and Virleen Carlson, POD president-elect, represented POD.

Virleen attended the meeting of the ICED Council. The Council consists of presidents or representatives from national faculty development organizations. Approximately 15 organizations gave reports on their respective national situations. It seemed apparent that faculty-development issues are similar no matter where in the world they happen. It was also apparent that POD, with its almost 30-year-history, is a bit ahead of other organizations, although not in every aspect of programming or assessment. Some of the issues that drew a lot of attention included the following:

- Professionalization of faculty development. Who needs it? How should it be done?
- Percentage of institutions with faculty development programs. Canada, for example, has 40-50%. Should national organizations work to increase that percentage?
- Institutional effectiveness. Several countries appear to be concerned with whether their colleges and universities are effective in their basic instructional mission.

One topic that raised a good bit of controversy was the proper role of faculty developers. Should they be primarily "friends of the faculty" or "supporters of institutional initiatives"?

A highlight of the meeting was the first presentation of the "Spirit of ICED" award to Graham Gibbs of England, the founder of ICED. The new president is Carla Nelissen of Belgium (Carla.nelissen@hoge-imb.be). In addition to the annual Council meetings and the bi-annual conference, ICED publishes *the*

International Journal for Academic Development. The next meeting of the Council will be in the summer of 2005 in Croatia and the next conference will be in Sri Lanka.

POD Conference Corner

See the enclosed flyer for highlights of POD's upcoming conference!

A few important reminders as we approach our exciting 2004 conference in Montréal...

Passport Advised for Travel to and from Canada

While regulations currently state that U.S. citizens are not absolutely required to have a passport for travel to Canada and return to the U.S., you are strongly advised by customs officials to have a passport for this travel. Security measures have changed in recent years, and a passport is the most reliable document for entry and re-entry.

For U.S. citizens

Complete information about obtaining a passport can be obtained at U.S. post offices and from the following website:

http://www.governmentguide.com/international/about_passports.adp?id=16102367&layer=&last_tally=7

For more information, see the following web sites:

Entering Canada (For U.S. Citizens)

http://www.cbp.gov/xp/cgov/travel/leavingarrivinginUS/immigrationRequirements/travel_to_canada.xml

Re-entering the U.S. (For U.S. Visitors to Canada)

http://www.cbp.gov/xp/cgov/travel/leavingarrivinginUS/immigrationRequirements/documentary_requirements.xml

Persons entering Canada from countries other than the U.S. should also be aware of the appropriate regulations relating to their travel and customs regulations.

Name tag - Bring it back!

Those of you who attended the 2003 conference in Denver will remember that we introduced a new kind of name tag in the interests of responsible use of resources, i.e., the recyclable and reusable name tag pouch. We hope you have been able to use it throughout the year, as have we. It's very handy for traveling and keeping everything one needs in the

airport within easy reach. We encourage you to bring it back with you to Montréal!

Early Bird Registration

You are reminded that early bird conference registration at a reduced fee must be either received in the office by or postmarked by September 30th. In fairness to all, this deadline will be strictly observed.

Registration Process

We encourage you not to wait until the last day of early bird registration to fax your conference registration. In the past the fax has been very busy during that time, and it can be quite frustrating not to be able to get through on the line.

Also, if you are faxing material to the POD office, please check and make sure the writing is clearly legible and dark. It delays the process if we have difficulty reading the faxed material.

All conference registrations are acknowledged with a confirmation and receipt or invoice.

New: Special Session for Administrators

We want to encourage all POD members to invite a campus administrator to come to the POD conference. On Friday, November 5th, there will be a special half-day program intended specifically for administrators—presidents, provosts, deans, and chairs. The central question that will be addressed in the program is “How can you use your position as a campus administrator to promote and support faculty development in areas of teaching, student learning, technology, scholarship, civic engagement, and assessment?” The program will be facilitated by Dee Fink, Devorah Lieberman, and Marilyn Leach and will include the following activities:

- identify participants' issues and concerns,
- address questions and ideas,
- reveal success stories by administrators in promoting and supporting faculty development on their campuses,
- share successful programmatic ideas provided by the facilitators, and
- brainstorm additional ideas for possible future actions.

An Invitation for POD Members to Participate in a National R & D Project

We invite POD members to participate in a collaborative study on the complexity of faculty work. The study kicks off at the annual meeting in Montréal in November.

The complexity of faculty work has been well-documented. We know that the traditional roles of teaching, research, and service often require faculty to use knowledge and skills outside their area of professional training and expertise. We have been involved in an effort to identify and describe the full range of skills and skill sets required by the various roles faculty are called upon to play- but we need your help. We have initiated a national project to recognize and define the professoriate as a meta-profession. That is, a super-ordinate profession that is more complex and demanding than is generally recognized by the public. A full description of the meta-profession concept is available at <http://www.cedanet.com/meta>, and we invite you to visit the site.

In our POD session in Montréal (entitled "The Real Work of the Faculty: A Collaborative POD Study") we will describe the meta-profession concept and invite you, the professional faculty development community, to participate in an interactive session to help us further refine the model and identify faculty development resources. Your participation will also contribute to the efforts to secure funding for a larger POD collaborative study. We believe this project offers significant opportunities to both assist POD members in their current work as well as providing a platform for external funding for continued POD collaborative studies. Please join us in Montréal to find out more. We look forward to working with you in November, and in the coming months, as we continue to expand and refine the model and its associated resources. In addition, we wish to encourage POD members to apply the model in their work and use it to initiate and lead important campus dialogue on faculty issues. If you have any questions or require more information, please e-mail either Raoul Arreola at rarreola@utm.edu or Mike Theall at mtheall@ysu.edu.

Other Conferences

Appreciative Inquiry workshops. September 13-16, Detroit/Allen Park, Michigan; October 4-7, Winter Haven, Florida; January 10-13, Sacramento, California (CSU); January 18-21, Miami, Florida; January 30-February 3, Albuquerque, New Mexico (UNM); May 9-12, Port Saint Lucie, Florida. For more information, including how to register, go to <http://CenterforAppreciativeInquiry.net>.

"Multicontextuality, Unity, and Diversity in a Pluralistic Society," September 17-19, La Posada de Albuquerque, Albuquerque, NM. Pre-registration is required. Contact the coordinator, Barbara L. Daniels, 505-272-7214, daniels@unm.edu, if you have questions. Website: <http://www.unm.edu/~isr-net>.

"Institutional Strategies for Assessing and Improving Student Learning," AAHE/WASC workshop, October 22-24, 2004, Glendale Hilton, Glendale, CA. Visit www.aahe.org/convenings/convenings_folworkshops.htm for more information.

"Organizing for Campus Success in a Climate of Restricted Resources: Student Learning, Faculty Vitality, and Fiscal Reality," AAHE workshop, October 22-24, 2004, Inn and Conference Center, University of Maryland. Visit www.aahe.org/convenings/convenings_folworkshops.htm for more information.

"Courage, Imagination, Action: Rallying the Trendsetters in Higher Education," AAHE 2005 National Conference on Higher Education, March 17-20, 2005, Marriott Marquis Hotel, Atlanta, GA. Visit www.aahe.org/National/2005.htm for more information and to submit a conference proposal.

"Exploring New Territories," AAHE 20th Anniversary Assessment Conference, June 12-14, 2005, Sheraton Centre Toronto. Visit www.aahe.org for more information.

"Significant Learning, Significant Teaching: Creating Experiences that Promote Deep, Meaningful Learning," New England Faculty Development Consortium Fall 2004 Conference, Friday, November 12, 2004, Westford Regency Inn & Conference Center, Westford, Massachusetts. Further information is available at <http://nefdc.org>.

Why Professors Don't Change

Loren Ekroth, University of Hawaii at Manoa

With the last issue of POD Network News we introduced a new feature by including a lengthier article to invite reflection. We continue with a selected POD Essay on Teaching Excellence. The essay series is available by subscription, and reproduction of this article is limited to subscribers. This essay is from Vol.1, no.5, 1989.

Today's professors are challenged to teach a student population increasingly diverse in age, levels of academic preparation, styles of learning, and cultural background. Professors are now expected not only to "cover the material," but also to help students to think critically, write skillfully, and speak competently. To address the increased demands of evolving circumstances would seem to require changes on the part of college teachers. Yet many appear not to change in how they think about and approach their teaching.

Organizational systems tend to resist change, and academic systems are no exception. Clark Kerr commented on the essentially conservative nature of colleges and universities: "About eighty-five institutions in the Western world established by 1500 still exist in recognizable forms, with similar functions and with unbroken histories, including the Catholic church, the Parliaments of the Isle of Man, of Iceland, and of Great Britain, several Swiss cantons, and seventy universities. Kings that rule, feudal lords with vassals, and guilds with monopolies are all gone. These seventy universities, however, are still in the same locations with some of the same buildings, with professors and students doing much the same things, and with governance carried on in much the same ways." (Kerr, 1982).

Barrier #1: The Stability of the Situation

A principal reason why faculty don't change their approaches to teaching is that the professional situations in which they work tend to be stable. For example, the physical settings and seating arrangements in which teaching takes place (some called "lecture halls"), the time schedules within which courses are structured, the institutional procedures for making curricular decisions, and the reward systems for instructional performance constitute guardians of tradition and barriers against change.

A key stabilizing factor in the professorial situation is the academic discipline within which college teach-

ers have been socialized. By the time faculty enter the professoriate, they have undergone an extensive and largely consistent "apprenticeship of observation" of what teaching in their discipline is supposed to be. In fact, Joan Stark and Malcolm Lowther of NCRIPAL concluded from their recent study that the specific academic disciplines are the strongest influence on how faculty plan courses of instruction. It appears that there will be more similarity between, for example, chemistry professors at quite diverse institutions (such as community colleges and research universities) than between chemistry professors and literature or history professors at their own institutions (Stark, 1988).

Barrier #2: The Self-definition of Professors

What does it mean to be a professor in one's special field? The way faculty answer this question will have a determining effect on how they behave in the teaching situation. For example, do they define themselves principally as "transmitters of an organized body of knowledge"? Or perhaps as "facilitators and managers of student learning"? In the course of becoming teachers, academics acquire a definition of their professional selves. As Bakker (1975) says, "It is not too surprising that people like to apply definitions to themselves and to their fellow men, or that once established they try to keep them the same. After all, if people are to play a role relative to each other they need to know how they can predict the other's responses.

Barrier #3: The Feedback Circle in the Classroom

The college teacher steps into a teaching situation for which participants are prepared by years of observation and socialization. In all likelihood, the classroom or laboratory situation will confirm the professor's definition of what it means to be a teacher, and the way students act in relation to this teacher will exercise a powerful regulatory function on the teacher's behavior. For example, with rare exceptions, the teacher will control the channels of communication in the classroom. Students come to expect this behavior and may appear uncomfortable if a professor changes.

Barrier #4: Discomfort and Anxiety

Whenever professors take instructional detours from the familiar and expected, they risk encountering some awkwardness or anxiety. Like cyclists on wobbly wheels, they will understandably feel uneasy when trying the new, different, or unfamiliar. "Can I carry this off?" "How will the students react?" "What will my colleagues think?" are questions that

may arise at the boundary of their emotional comfort zone. When professors stick to the "tried and true" methods within the traditions of their disciplines, such uncomfortable questions are likely to be much less frequent.

One's familiar methods are, as Kenneth Eble(1980) observed, "as persistent as the bad habits of our youth." One of the habitual behaviors Eble noted was the tendency of professors "to be guided in techniques and practices by the routes of least resistance: to favor the lecture, to shun innovations and adjuncts to instruction, to reduce teaching chiefly to class preparation and delivery on as few hours a week as possible and at the most convenient times." Behavior that is familiar feels comfortable, and what feels comfortable resists change.

Barrier #5: One's Most Enchanted Listener

The most traditional and revered form of teaching is the lecture. This form serves many functions, not least of which is that of establishing the professor as an expert, as one who knows. When professors "cover the material" by lecturing, they have an opportunity to demonstrate their mastery of the subject and to explore in public some of the most interesting intellectual issues that attracted them to their fields. They get to wonder aloud. As they listen to themselves think aloud, they may demonstrate the tendency to be their own "most enchanted listeners." (Johnson, 1956). Being the center of attention can be gratifying. Lowman suggests that lectures survive because, like bullfights and 'Masterpiece Theater', they satisfy the need for dramatic spectacle and offer an interpersonal arena in which important psychological needs are met." (Lowman, 1985). Thus, in spite of the fact that the lecture may not be the most effective method to achieve certain kinds of learning objectives, it tends to resist change.

Barrier #6: Faculty See Few Incentives for Changing

For a professor to deviate from established teaching methods invites some professional risks and emotional discomforts but offers relatively few rewards. Developing and offering a new course in a traditional and agreed-upon manner may receive some professional recognition; but making significant changes in how one instructs an established course is unlikely to receive similar recognition. In addition, although colleges and universities regularly recognize faculty for presenting papers at academic conferences, far fewer recognize faculty for presenting papers at conferences specifically concerned with college teaching. Furthermore, some institutions

offer scant professional recognition or funds for faculty who attempt to increase their instructional competence by attending instructional trainings and institutes.

What Can Help Faculty Change?

Gaining the cooperation of the students and colleagues involved can reduce resistance to change. For example, instead of surprising students with unexpected methods, professors can explain their rationale and request student collaboration in the process. Change is made easier when a class, academic unit, or entire institution agrees on the value of making certain changes and commits itself to the process. (One example of the success of such collaboration is the group of medical schools that have changed from traditional lecturing methods to small group tutorial methods known as Problem-Based Learning.)

When one is bound by professional definitions and roles, "breaking set" by trying something new maybe helpful. A teaching exchange in a different kind of institution or a stint at cross-disciplinary team-teaching can stimulate and support change. As well, observing classes taught effectively in alternative ways or talking with instructors who approach teaching differently can stimulate creative changes in one's teaching. Modeling provides one of the most effective means of learning new behavior styles.

It may also be helpful to view the feelings that accompany change as signs of vitality and as indicators that you are refusing to be stale in your teaching. You may discover that conscious change can be exciting and renewing and a powerful antidote to professional bore-out or burn-out. Even if your approach to instruction is demonstrably effective, you may decide a change to an alternative method is necessary to keep yourself challenged and fresh.

The changing circumstances of college teaching demand that faculty reflect on how they teach. In many cases professors will need to add new skills and understandings to their repertoires and revise or discard others. A professor's ability to change will depend on individual desires and actions and also on the institution's willingness to encourage, reward, and assist the process of change.

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POD Network Grant Program 2004-2005 Call for Proposals

The POD Grants Committee is pleased to announce the opening of this year's competition. Two grants of up to \$3000 are available for 2004-2005.

Purpose

The purpose of the grant program is to provide funding to POD members attempting to contribute new knowledge or tools to the field of instructional, faculty and organizational development. This year, the Core Committee has chosen to fund two proposals, for up to \$3,000 each. Projects should advance the profession and work of practitioners in faculty, teaching assistant, instructional, and organizational development in higher education.

Eligibility

Individuals or groups are invited to apply. One principal researcher must have been a POD member for at least 12 months. In the case of graduate students seeking dissertation support for work in the field of faculty development, applicants must identify an eligible POD member as a co-sponsor.

Review Process

All grant applications will go through a blind review process by the members of the Grants Committee. It is therefore necessary for applicants to limit all

identifying information to one page. **Identifying information within the body of the proposal will automatically remove it from consideration.**

Criteria

Reviewers will judge all grant applications based on the following criteria:

1. *Degree to which the project advances the field.*

Reviewers will look favorably on proposals that demonstrate that they address important issues in the profession of faculty, teaching assistant, instructional, and organizational development or of the work of its practitioners.

2. *Importance.* Reviewers will look favorably on proposals which successfully argue the urgency or critical nature of the aspect of the problem of assessment they address.

3. *Scope and/or utility.* Reviewers will look favorably on proposals that successfully argue the broad reach or usability of the product of the work. A multi-campus and/or multi/institutional focus is a good example of a characteristic that suggests increased range and applicability.

4. *Clarity in description of process and product.* Reviewers will look favorably on proposals in which the project of the research is explicitly described. Successful proposals will clearly explain the all the steps, players, budget items and products of the process.

5. *Awareness of related work, current and prior.* Reviewers will look favorably on proposals that demonstrate an awareness of and are embedded in the literature and/or past projects.

6. *Probability of success*

- Evidence of sufficient institutional support. Reviewers will look favorably on proposals that delineate the source and extent of all resources required to complete the project.
- Evidence of prior success or experience in a similar project.

7. *Timeliness and procedures.* Evidence that project can be completed in the time specified.

Format

I. Title page should contain the following:

- Proposal title
- Names of Applicant(s)
- Position or Title
- Institution(s)
- Address(es)
- Brief description of pertinent professional experience or unique qualifications of applicants
- Signature(s) of all Applicants

II. The Body should include the following (maximum

four double-spaced pages):

- A. Problem Statement
- B. Summary of pertinent literature
- C. Project objectives and products
- D. Argument for the value of products or results to faculty development
- E. Procedures
- F. Budget Request
 - Personnel costs
 - Operating/development costs including equipment, software, materials to be purchased and/or developed
 - Sources and amount of outside funding/support available as matching
 - Special considerations
- G. Evaluation plan, to include a project time-line with special attention to the criteria for success and assessment methods
- H. Dissemination and follow-up

Proposals must be received by December 13, 2004.

Proposals may be e- mailed or sent hard copy; faxes will not be accepted.

E-mail submissions must be in MS Word or rtf format and the filename must be the PI's name.

Hardcopy submissions must include one original with title page and five copies without title page.

Applicants will be notified of the disposition of their proposal by April 2005.

All accepted proposals will be assigned to a Grants Liaison (GL), a member of the Grants Committee who is responsible for:

- Helping the recipient get funds
- Monitoring the recipients progress
- Solving problems related to the Grants Committee or the Core Committee
- Working with recipient at the end of the project to produce a report for the Core Committee (see below) and publish or otherwise disseminate results.

It is the responsibility of every grant recipient to produce a written report of 5–10 pages, documenting what was accomplished, how funds were spent, and how the results will be disseminated. This report must be submitted to the Grants Committee at a reasonable time after the completion of the project, to be negotiated with the Grants Liaison. In addition,

grant recipients will be expected to present an update on the progress of their research at the following year's POD Conference.

E-mail proposals to:
kalish.3@osu.edu

Or mail to:
Alan Kalish
Director, Faculty and TA Development
The Ohio State University
260 Younkin Success Center
1640 Neil Avenue
Columbus, Ohio 43201-2333

New Faces and Places

New Address: Dr. Thomas A. Angelo, Professor of Higher Education, Director, University Teaching Development Centre, Victoria University of Wellington, 10 Waiteata Road-PO Box 600, Wellington, New Zealand, e-mail Tom.Angelo@vuw.ac.nz, phone +64-4-463-7482.

James Berg, Associate Director of the Center for Teaching and Learning for the Minnesota State Colleges and Universities System, has become Dean of Liberal Arts and Sciences at Lake Superior College in Duluth, Minnesota. He hopes to continue as a member of POD and bring a team of faculty leaders with him to the Montreal conference. Jim's new e-mail is j.berg@lsc.mnscu.edu.

The Brigham Young University Faculty Center is pleased to welcome James Faulconer (Professor of Philosophy) as its new associate director. Faulconer has served as department chair and dean of Undergraduate Education. He has also served as departmental TA supervisor and three times received the department's "Outstanding Teacher" award from the BYU Student Alumni Association.

The Center for the Enhancement of Learning and Teaching (CELT) at Miami University is pleased to welcome Susan J. Marnell Weaver to its staff. Susan, Department of Sociology/Gerontology, is joining the Center as Facilitator of Part-Time and Adjunct Faculty Teaching Programs. This is a new program designed to address the teaching and support needs of part-time and adjunct faculty at Miami.

The Vanderbilt University Center for Teaching is delighted to announce the arrival of three new col-

leagues: Patricia Armstrong, Assistant Director; Jeff Johnston, Assistant Director; and Carolyn Miller, Program Coordinator. In addition, Peter Felten, formerly Assistant Director, has been promoted to Associate Director of the Center.

Books by POD Members

- Lee, V. (2004). *Teaching and learning through inquiry: A guidebook for institutions and instructors*. Sterling, VA: Stylus.
- Zubizarreta, J. (2004). *The learning portfolio: Reflective practice for improving student learning*. Bolton, MA: Anker.

Newsletter Deadline

Submissions for the 2005 winter issue of *POD Network News* should be sent via e-mail to Mary Everley at EVERL001@UMN.EDU by November 26, 2004. Single-spaced articles that contain no special formatting are preferred.

Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at <http://listserv.nd.edu/archives/pod.html>. This electronic discussion list is hosted by the University of Notre Dame's John A. Kaneb Center for Teaching and Learning.

Attend the 29th Annual POD Conference, to be held November 4-7th, 2004, in Montréal, Québec, Canada. The most current information about the annual conference can be found on the POD website at <http://podnetwork.org> under *Conferences and 2004*.

Bookmark POD's Website at:
<http://podnetwork.org>

Contact the POD Office at:
POD Network
P.O. Box 271370
Fort Collins, CO 80527-1370 U.S.A.
Phone - (970) 377-9269
Fax - (970) 377-9282
e-mail - podnetwork@podweb.org

POD Core Committee Self-Nomination Instructions

We welcome nominations to the 2005-08 POD Core Committee. Candidates' statements are to be submitted electronically and will be posted on the website for members' review. Please send your self-nomination in the body of your email and not as an attachment. The election itself will be conducted by mail. If for some reason you are not able to send your statement electronically, you can mail it to the POD office. It must arrive no later than October 29th.

To nominate yourself, please complete the information below and provide your answers to the two questions (no more than 300 words each). Then send your candidate's statement to the POD office at podnetwork@podweb.org. Statements must be received by October 29, 2004.

Please note that statements received after October 29th will not be included, and statements longer than 300 words will be returned to the candidate for editing. Your statement will be reproduced exactly as submitted. Do not include any graphics. Also you must have been a member of POD for at least three years. If you have any questions about this process, contact the POD office or the chair of the POD Nominations and Elections Committee, Laura Border, [border@colorado.edu].

Your statement should include:

Name, title, and institution:

What is your background in professional and organizational development? (No more than 300 words)

What would you like to see POD accomplish over the next three years? (No more than 300 words)



Fall 2004

Professional and Organizational Development Network in Higher Education

Contacting the POD Office

It is our goal at the POD office to respond to members' questions, concerns, needs, and interests as courteously and promptly as possible. Please contact us at the address below if we can assist you.

Frank and Kay Gillespie, Executive Directors

POD Network News is published by the Professional and Organizational Development Network in Higher Education as a member service of the POD Network. Member contributions are encouraged and should be sent directly to the Editor.

Editor: *Mary Everley, Relocation Assistance Program
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(970) 377-9269
(970) 377-9282 - Fax
(podnetwork@podweb.org)*

29th Annual Conference
The POD Network
November 4-7, 2004
Montréal, Québec, Canada

You are invited!

We enthusiastically invite you to attend the **29th annual conference** of the Professional and Organizational Development (POD) Network in Higher Education. Our theme of "Culture, communication, créativité" lends itself to dynamic and enriching exchanges about teaching and learning in higher education.

The conference offers a selection of

- * workshops,
- * plenary sessions,
- * discussion/presentations,
- * roundtable/consultations,
- * poster sessions,
- * a resource fair,
- * educational expeditions,
- * Bright Idea award,
- * and many opportunities for networking.



All these sessions, events, and experiences address the areas of faculty, graduate student, instructional, and organizational development.

New this year, we are offering a special one-day track for institutional administrators. Be sure to invite your college or university administrator to attend!

Networking occurs not just within the confines of the sessions, but also at meals, in hallways, and on the expeditions. Networking is more than simply a part of the organization's name. It is an integral part of POD's philosophy and practice. Come to Montréal, enjoy the international culture, communicate in English or French or another language with your colleagues, and unleash your creative spirits. We trust you will leave far richer for the experience.

Conference Theme

"Culture, Communication, and Créativité"

Our theme words were chosen because of their actual and potential impact on the teaching and learning enterprise in higher education.

Change is a constant in most educational institutions today. However, efforts to innovate and adapt in higher education must take fully into account the **cultural context** to be successful. Here we refer to institutional culture, the culture of the professoriate or academic culture, student cultures, and the broader cultural context—the environment in time and space—that provides the setting for teaching and learning. How do we identify these cultures? How can we achieve our goals as faculty, as educational developers, and as administrators in these cultural contexts? How can we influence these cultures to allow for innovation and change?

Effective **communication** is a pre-requisite to achieving teaching and learning outcomes in higher education. Effective communication requires the honing of reading, writing, speaking, and listening competencies on the part of all actors in the higher education community. Language lies at the heart of the communication process: initiatives aimed at improving pedagogical practices rely heavily on our skilled and sensitive use of language. Language is also at the core of change since the way we talk about what we do helps to define our everyday reality. How do we communicate about teaching and learning? How do we foster effective communication strategies in the classroom and on our campuses? How can we hone the communication competencies of faculty and students?

(over please)

To shape change in higher education, to innovate in program design and in classroom practice, also requires creativity. **Creativity** helps to drive discovery, to channel scholarship, to fashion new models for teaching and learning. Members of the academic community remain vital by maintaining contact with sources of creative inspiration, both traditional and avant-garde. What helps you to be creative? How can we increase our own or others' creative potential? What are our visions of higher education beyond what is known today?

Conference Tracks

For this year's conference, proposals were solicited according to the following tracks:

- * Teaching, Learning, and Assessment Issues in Higher Education
- * Faculty Development Research and Theory
- * Diversity Issues in Higher Education
- * Professional and Organizational Development at Small Colleges
- * Teaching Assistant Development and Preparing Future Faculty
- * Organizational Development and Change

We are also including special sessions for institutional administrators to learn how faculty and organizational development can enhance education at many levels. This administrator track will occur on Friday, November 5th.

Please visit <http://atech2.wku.edu/skuhlens/podsubmit/program/index.html> to view a draft schedule of individual conference sessions,

Plenary Sessions and Speakers

Dr. James Downey, Professor, English Language & Literature, and Director, Centre for the Advancement of Co-operative Education, University of Waterloo, Ontario, Canada will speak on "**Culture, Communication, and Creativity in University Teaching and Learning**". James Downey is past President of three Canadian universities - Carleton, New Brunswick, and Waterloo. He is also past Chair of the Council of Ontario Universities, and the Association of Commonwealth Universities.

Dr. Milton Hakel, Professor of Psychology and Ohio Board of Regents Eminent Scholar in Industrial and Organizational Psychology, Bowling Green State University, Ohio, will address the conference on "**Shaping Change by Applying the Science of Learning in Universities**". Milton Hakel joined Bowling Green State University in 1991 as a specialist in industrial and organizational psychology. Dr. Hakel has won international recognition for the quality of his scholarly accomplishments and for his leadership in professional associations.

"**Envisaging the Future of Faculty Development**" is the title of the closing plenary. This exciting event will feature **Dr. Mary Deane Sorcinelli**, former POD President and Associate Provost at the University of Massachusetts in Amherst. Reporting on an inquiry conducted during the conference as well as on her own extensive research in the field, Mary Deane will lead an interactive session on what the future holds for faculty development. This timely session will help draw together the many issues discussed during the POD Conference.

Educational Expeditions

Our educational expeditions provide yet another kind of networking opportunity for conference participants while they also enjoy scenic, historical, and cultural sites in the region

Hotel Reservations and Meal Information

Reservations may be made either with Hyatt Regency reservations at 1-800-361-8234 or by calling the hotel directly at 1-514-982-1234. Be sure to specify that you are making reservations for the **POD Network conference** to ensure that you get the POD package rate. (After October 1 reservations at the POD group rate cannot be guaranteed.)

Be sure to consult the POD website at <http://podnetwork.org> for all details regarding the conference.

**To Improve the Academy
Reviewer Self-Nomination Form**

Please Type

Name: _____

Title: _____

Department: _____

Institution: _____

Address:

(City, State,
Zip, Country) _____

Office Phone: _____ FAX: _____

E-Mail: _____

Years of Membership in POD: _____

Past reviewing or editing experiences (with POD publications or in your field):

Briefly explain why you want to serve in the reviewer position :

(Please complete other side)

As much as possible, TIA editors try to match reviewers' special expertise with the manuscripts they are asked to review. Please check the areas listed below in which you feel particularly competent to judge manuscripts, and (if you like) add an explanatory phrase in the space provided:

- general* faculty development issues
- general* instructional development issues
- general* organizational development issues
- general* personal development issues
- peer evaluation of teaching
- student evaluation of teaching
- teaching portfolios
- program assessment/evaluation
- faculty consultations
- graduate/professional teaching
- TA development
- multiculturalism and diversity
- values and ethics
- TQM/CQI
- active learning
- experiential learning
- collaborative/cooperative learning
- case studies
- critical thinking
- classroom assessment/research
- educational technology
- distance education

In the space remaining, please list other topics or areas in which you have expertise:

Return to Dr. Sandra Chadwick-Blossey
Rollins College
Campus Box 2636
1000 Holt Avenue
Winter Park, FL 32789

schadwick@rollins.edu

Deadline: January 1, 2005

POD *Bright Idea* Award 2004

Application Instructions

Submit your entry via e-mail by Monday, September 20, 2004.

Please submit your application electronically either in the body of an e-mail or as a Microsoft Word attachment to cynthia.desrochers@csun.edu. Write ***Bright Idea Award*** (BIA) in the subject line of the e-mail. If you are using an attachment, name the file: ***Last Name -- Bright Idea***.

Please include the following in your *Bright Idea* application:

A. Contact Information

1. Your Name and Position or Title
2. Name of Center/Department/Program
3. Name of Institution and Address
4. E-mail and Phone Number
5. Center/Department/Program Web address (optional)

B. *Bright Idea* Description

1. Title of the *Bright Idea*
2. Category of *Bright Idea* (choose the one most applicable)
 - o Teaching and Learning
 - o Consulting with Faculty
 - o Workshops, Seminars, and Conferences
 - o Organizational Development
 - o Teaching Assistant Development
 - o Faculty Development Using Technology
 - o Other: _____
3. Abstract of your *Bright Idea* --1 to 2 sentences
4. Description of 500 words or less. Please note that this *Bright Idea* must be a practice you have already implemented and evaluated, at least informally. Use the following five (5) headings to organize your description (please avoid acronyms and send no additional materials):
 - o Description and Goal(s) of the *Bright Idea*
 - o Originality
 - o Scope and Results
 - o Transferability
 - o Effectiveness (time and cost)
5. Website address to support your entry (optional)

C. Campus Contact Information

Include the names, titles, and addresses of up to three (3) campus individuals you want notified if you are an award recipient, including your Public Affairs office. All *Bright Idea Award* recipients are required to present a poster session at the POD conference, Friday evening, November 5, 2004, Montréal, Québec, Canada.

Questions? Check the BIA Website at <http://atech2.wku.edu/skuhlens/bidea/>,
or contact

Cynthia Desrochers, BIA Chair, California State University, Northridge at
cynthia.desrochers@csun.edu.

(over please)

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or contact

Cynthia Desrochers, BIA Chair, California State University, Northridge at
cynthia.desrochers@csun.edu.

(over please)

Manuscript Cover Sheet

2004- TO IMPROVE THE ACADEMY

Deadline for Submission: December 13, 2004

Title of Manuscript:

Please enter the information requested below for all authors, listing the names in the order in which they should appear. Include additional pages if necessary.

Name:

Mailing Address:

Telephone Number:

Fax Number:

E-mail Address:

Name:

Mailing Address:

Telephone Number:

Fax Number:

E-mail Address:

Name:

Mailing Address:

Telephone Number:

Fax Number:

E-mail Address:

Deadline for Submission: December 13, 2004

Send two copies of this form with five copies of the manuscript
(two complete manuscripts and three without your name or institution) to:

Sandra Chadwick-Blossey Ph.D.
Rollins College
Institute for Effective Teaching
Winter Park, FL 32789
Email: schadwick@rollins.edu
Fax: (407-646-1581)
Phone: (407-628-6353)