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POD Network News

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Spring 2008

## POD Network News, Spring 2008

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## President's Message

We are at a critical point in our evolution as an organization: we can so clearly feel the tension between the old and the new. On the one hand, we value deeply the culture—collegiality, openness, helpfulness—and traditions of POD including the Saturday night dance, the POD nod, and the Innovation Award lamp. On the other hand, since our origins in a T-group organized by Bill Bergquist and Jerry Biles at the College of Mt. St. Joseph in 1976, teaching and learning have moved more centrally into the higher education agenda, and the field of educational development has become far more complex. Sub-fields such as the scholarship of teaching and learning and assessment and accountability have sprung up and quickly become more sophisticated. High-end technologies have opened up an array of platforms for learning. And issues such as globalization and the growing diversity of college students are changing the very nature of higher education.

For POD, these challenges represent both an opportunity and an obligation to respond. As an ever larger organization with a widening agenda, we need a more robust infrastructure, diversified revenue stream, clearer lines of reporting,

greater accountability, and organizational efficiencies that respect the burgeoning responsibilities of our leadership. But how can we do all this and still preserve the essence of POD?

According to Bergquist (1992), the developmental culture of the academy (of which faculty development is a conspicuous exemplar) arose out of the ferment of the 1960s as a direct answer to the perceived inadequacies of the dominant culture of most research universities and liberal arts colleges. In other words, our work as faculty developers is inherently and historically countercultural. The emphasis we place on human growth and development contrasts sharply with the legacy of the German research university: the objective, analytic and experimental ways of knowing (cf. Parker Palmer) supported by the research agenda of the academic disciplines. And among the core values of the academy, collegiality trumps autonomy in the developmental culture; autonomy is a core value from the Oxford and Cambridge University models of education from which our liberal arts colleges derive.

For more and more colleges and universities today, the research-intensive university is the aspirational



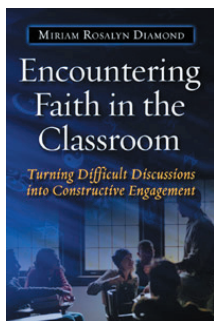
model. At the same time voices within the academy, decrying the distraction of busy-ness, isolation, fragmentation, and shallowness of purpose and relationship, have become more intense. For example, Alexander and Helen Astin's national study of spirituality in higher education finds that for both faculty and students the search for wholeness, authenticity, renewal, meaning and purpose is central. They also report that many faculty lead divided lives, daily checking their aspirations for joy, alignment and life direction at the door before entering the academy.

Since its earliest beginnings, The POD Network in Higher Education has been motivated by the deepest concern for the intentional nurturance of human growth and potential. Over the years through our work in faculty, instructional and organizational development we have practiced the kinds

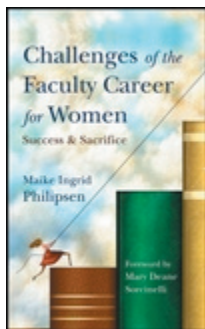
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## Books by POD members

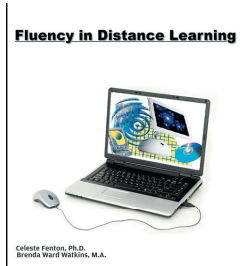
Diamond, M.R. (Ed.) (2008). *Encountering Faith in the Classroom: Turning Difficult Discussions into Constructive Engagement*. Sterling, VA: Stylus.



Philipsen, M.I. (2008). *Challenges of the Faculty Career for Women: Success and Sacrifice*. San Francisco: Jossey Bass. Foreword by Mary Deane Sorcinelli.



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## Notes from the POD Office

*Greetings from Nederland, Colorado*

On March 29, at the spring 2008 meeting in Chicago, the Core Committee unanimously approved a membership dues increase to take effect on June 1, 2008. The Core Committee based its decision on the realities of inflation and by comparing the dues structures and member benefits of the professional organizations NCSPOD, STLHE, AERA, and ISSOTL. The following grid illustrates the changes:

Congratulations to the following 2008 POD Start-Up Grant recipients, each of whom received \$300 to support faculty develop-

ment activities on campus:  
**Michael Degnan, Hilbert College**  
**Mary Romanello, College of Mt. St. Joseph**  
**Shelley Steenrod, Salem State College**

As you can see from the conference team update, we're planning an exciting and rejuvenating conference on October 22-25, 2008 near the foothills of the Sierra Nevada Mountains in Reno, Nevada, jointly hosted by POD and the North American Council for Staff, Program, and Organizational Development (NCSPOD).



If you've never attended a POD conference before, please consider attending this year!

Please note: This summer the POD office will be closed Monday through Friday, June 23-27.

Looking forward to seeing you in Reno,

— Hoag Holmgren,  
 Executive Director

POD dues	current	as of 6/1/08
individual	80	95
int'l individual	95	110
stud't/ret	40	45
institutional	210	225
int'l instit.	240	255
int'l stdt/ret	48	50

## Congratulations

To POD member **Joan Middendorf** and her Indiana University colleagues Arlene Díaz, David Pace, and Leah Shopkow for the History Learning Project. Awarded an \$80,000 grant by the Spencer and Teagle foundations along with matching funds from Indiana University, this three-year project explore learning in history. The group is researching the ways undergraduates analyze primary sources and create persuasive arguments, as well as affective barriers to clear historical thinking. For more information, see their recent article in the *Journal of American History*, "The

History Learning Project: A Department 'Decodes' Its Students" <http://www.historycooperative.org/journals/jah/94.4/diaz.html>.

To **Susan Gano-Phillips**, Associate Professor of Psychology and former Director of the Center for Learning and Teaching at the University of Michigan-Flint, who will be serving as a Fulbright Scholar in Hong Kong for the 2008-2009 academic year. Based at City University in Kowloon and affiliated with the Hong Kong America Center, a consortium of Hong Kong universities,

Gano-Phillips will work with a team of Fulbright Scholars to strengthen general education in all Hong Kong universities in the run-up to the first intake of students in a new four-year curriculum beginning in September, 2012.

To **John Zubizarreta** (Columbia College), who was elected Vice President of the National Collegiate Honors Council. John will assume the position of President in 2009 at the NCHC national conference in Washington, D.C., where he will also serve as conference organizer and chair.

– President, continued from page 1

of expertise and attitudes for which the academy now yearns so desperately. For example, in his Winter 2008 President’s Message, Matt Ouellett contrasted traditional modes of communication long favored in higher education, including the “hit and run” dialogue, with alternative modes in which we listen closely to and genuinely try to understand the perspective of others as an organizational development strategy.

The leadership of POD is actively searching for

and gradually implementing ways for POD to do better what it has long done well (e.g., consensual decision-making, mentoring, and listening). At the same time, through a new long-range planning effort, which I will describe in my next column, we are trying to build our organizational capacity over the next five years so that we can better serve our growing membership and respond with “hospitality to the possibilities” (Patterson & Longworth, 1966) of

the teaching and learning agenda in higher education today.

Virginia S. Lee

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**POD Network Grant**

The Grants committee invites applications for the POD Network Grant Program. Grants provide funding to POD members attempting to contribute new knowledge or tools to the field of instructional, faculty and organizational development. The Core Committee will fund several proposals, with up to \$7000 in total awards. Grants should support at least one of the give goals outlined in the POD strategic plan. To view the full Call for Proposals, go to the POD website [http://www.podnetwork.org/grants\\_awards/grant-program.htm](http://www.podnetwork.org/grants_awards/grant-program.htm)

Deadline: June 15, 2008

**Change in the Core Membership**

POD welcomes **De Gallo**, University of California-Irvine, who joined the Core Committee in March 2008 to replace Nancy Simpson (Texas A & M University). De received the next highest numbers

of votes in the 2006 election and will serve on Core through the spring 2010 meeting. **Nancy Simpson** needed to resign from Core due to a change in career. Welcome De and thanks to Nancy.



**Members in Action**

In March, **Frank Christ** (California State University, Long Beach) gave a keynote on LSCHE, the web portal for learning support centers in higher education and a breakout session on “Marketing Yourself as an Educator” to the Phoenix adjunct faculty at Western International University. Also, his new LAB, “Online Student Success: A Three Phase Approach,” was just published by H & H Publishing Company, Inc. In addition, Frank was a virtual learning assistance consultant in an online course for faculty for Central Arizona College.

*Note: Due to space limitations, in future issues we will no longer print information about individual member’s presentations.*

**Join the Small College Committee of POD**

Organized to better serve the interests of POD members from smaller schools, the Small Colleges Committee represents the interests of small college faculty developers within POD and provides the opportunity to discuss issues related to faculty work at small colleges, such as: creating effective programming, wearing multiple hats as faculty developers, and capitalizing on the special

cultural benefits of working at a smaller institution with like-minded colleagues.

Led by **Carolyn Oxenford** (Marymount University), Chairperson for the next two years, **Linda Beane Katner** (St. Norbert College) as Chairperson-Elect, **Michael Reder** (Connecticut College) Past-Chairperson, **Susan Pliner** (Hobart &

William Smith Colleges) and **Hadley Wood** (Point Loma Nazarene University), the committee invites you to join the Small College POD (“SC-POD”) listserv <http://chestnut.conncoll.edu/mailman/list-info/sc-pod> and to send questions, ideas or suggestions directly to the listserv or to Carolyn at [carolyn.oxenford@marymount.edu](mailto:carolyn.oxenford@marymount.edu)

# Celebrating Don Wulff

1944-2008

## *With Gratitude for Don*

I write with gratitude that I had the privilege and blessing of having Don as a dear friend and colleague for the past fifteen years. I will miss him greatly but know that the gifts that he gave to me and so many others will continue to be a special blessing in my life. I think of four qualities when I think of Don—integrity, insight, kindness, and humor.

Don was an example of what it means to live a life of integrity. His actions, conversations, and interactions reflected a sense that life is precious and beautiful, that one's friendships and relationships deserve nurturing and care, that each person is worthy of respect, and that life at its center involves peace, beauty, mystery, and promise. The way he expressed his values and beliefs in each moment of his living reminds each of us to commit ourselves to lives of meaning—for a life like Don's has made a difference.

Don expressed great insight and epitomized the kind of thoughtful, creative, responsible colleague that every collaborator wishes to have. The work on doctoral education in which he, I, and other colleagues worked together has been one of my favorite professional experiences. It was such fun to develop ideas with him, his writing was clear and elegant, and any presentation done with Don

was certain to go well. His scholarly work on teaching and learning and graduate education will continue to have an impact at many universities and colleges, as well as at the University of Washington.

When I think of Don, I also think of one of the kindest people I have known. He dearly loved his friends and family, and also expressed great kindness for each person who crossed his path. His words were gentle, caring, and always nurturing.

And, like everyone who knew him, I'll never forget his keen sense of humor coupled with his infectious laugh. Even as I feel the loss of his presence, I can't help but smile when I think of some of the fun we shared. Several years ago, as we were finishing editing a book together, he visited me in Michigan for a few days. During one day of work, we took a lunch break. Because my eyes were tired, I had removed my contacts and put on my glasses. But to read the restaurant menu, I had to put my reading glasses over my regular glasses. I still chuckle aloud as I remember Don's laughing response to my double glasses and his hilarious interpretation of what the two ladies at the next table must be thinking of this odd looking person (me!) sitting near them. We laughed about that moment for years! He had so many wonderful stories—he could make even a serious

problem into a very funny situation. He showed us all that the ability to express joy is the way to turn any moment, task, or challenge into a delightful gift for ourselves and others.



And finally, wow, could Don ever dance!! What a dear, loving, joyful man! What a wonderful friend!

*Ann Austin*

## *Celebrating the many facets of Don*

Don's friendship and influence – so difficult to capture in words – are intricately abound to and woven into my own life. I knew Don for almost 30 years. The Don I will remember most is the Don I experienced beyond our professional ventures – the Don of many contrasting dimensions.

First and foremost, was Don the performer. Don was the consummate storyteller. Every story was a grand performance, embellished in retelling. The second year I attended the POD conference, Don was the hit of the talent show. To say people were surprised is certainly an understatement. No one had any idea of his talent. And suddenly, there he was, playing the piano – cowboy and country tunes – singing, in costume, and then came his yodel! The crowd was on its feet cheering. It was a grand performance, and Don's reputation was firmly established. For many years he returned to the stage by popular request.

And then, there was Don the Cowboy. Those who knew Don well knew the cowboy boots, the belts, and the hat. These roots were so deep and always there. It was perhaps this dimension that enabled Don to relate to all kinds of people – sophisticated, educated or down-home – all social/economic levels. His embrace of diversity was genuine. Not only the diversity of race and gender and sexual orientation, but of individual difference in style and approach.

Don Wulff was a man who made a difference – who changed the way you thought about teaching. A single person's efforts CAN change the lives of others on so many dimensions. And as Don sought to help us learn and change, one-by-one, it created a cumulative effect throughout the University. Don lived a purpose-driven life long before Richard Warren wrote about such living.

*Jody Nyquist*

# 2008 POD/NCSPOD Conference: Weaving Patterns of Practice

Proposals have all been submitted and preparations continue for the 2008 POD/NCSPOD Conference in Reno, Nevada, October 22-25.

Some highlights:

*Collaboration with NCSPOD:*

As you may already know, this year we'll be having a joint conference with our peers in 2-year, technical, and community colleges--the North American Council for Staff, Program, and Organizational Development (NCSPOD). The collaboration is an exciting opportunity to share some of our traditions, explore alternate approaches, and make new connections. The last time POD and NCSPOD held a joint conference was in 1985 at Lake Lawn Lodge in Wisconsin. The theme was "Active Learning in Higher Education," there were 75 total sessions, and breakfast meal tickets cost \$3.50! A lot has changed since then, but we're sure there will still be plenty of active learning, hundreds of sessions, and lots of networking and good food.

*The conference site:*

In March, the planning team visited the site of the 2008 conference: John Ascuaga's Nugget Casino Resort in Reno, Nevada.

The conference facilities are spacious, allowing us considerable flexibility in how we plan sessions and creatively bring together POD and NCSPOD. Dramatic views of the Sierra Mountains abound. The swimming pool is sizable and is located in a beautiful atrium. We are planning two half-day educational expeditions to Lake Tahoe, as well as shorter excursions in the Reno area.

*Proposal review:*

We have had an incredible response to our call for reviewers. The annual conference is made possible through the work of hundreds of volunteers who review proposals, work the registration desk, organize parts of the conference, and contribute in many other ways. It is particularly good to see so many people involved in the review process. The quality of the conference relies on rigorous blind peer review. Having so many people bringing their perspectives to the process will help shape a conference that reflects the diverse membership of our organization and meets the needs of participants.

*Feedback from 2007 conference:*

We learned a lot from the evaluations participants completed following the 2007 conference. In particular, we are responding to your comments by doing the following:

- simplifying the program (e.g., making all interactive sessions

75 minutes and not overlapping with poster sessions);

- having volunteers available in a welcome area to guide attendees in how to get the most from the conference;
- providing a lot of space for informal networking with colleagues;
- extending the vendor exhibit so that it overlaps with the resource fair; and
- ending the conference on Saturday evening after the banquet and dance.

One consistent theme in the feedback is that the conference schedule is very full and it is thus hard to choose from among so many good sessions during each time period. This "problem" is actually a result of having such a wealth of excellent proposals. We foresee that once again we will have an abundance of excellent sessions that we'll need to fit into a limited time. Our overarching goal is to maintain a high standard of quality for sessions while making space in the program for as many different voices as possible. We will, of course, make every effort to make the conference easy to navigate and manage.

See you in Reno!

Conference co-chairs: Kathryn Plank & Laurel Willingham-McLain  
 Program co-chairs: Kevin Barry & Debra Fowler  
 Executive Director: Hoag Holmgren

## Member News

**Dan Piazza**, Sales Manager at Magna Publications, has recently joined the POD Network.

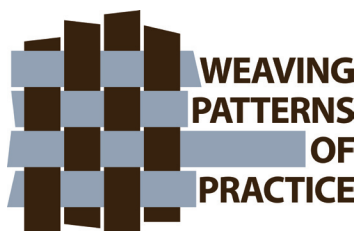
For more than 30 years, Magna Publications has produced higher education resources for administrators, faculty development, student affairs and leadership, legal affairs, and recruitment and retention managers. These valuable higher education resources are delivered to academic audiences online, in print, and at national conferences. Visit [www.magnapubs.com](http://www.magnapubs.com) to learn more.

## Members on the Move

**Tom Angelo**, former Director of Victoria University of Wellington's



University Teaching Development Centre in New Zealand, becomes the Director of the new Centre for Teaching, Learning and Curriculum (CTLC) at La Trobe University in Melbourne, Australia. Tom begins his new duties on 1 July 2008.



# POD Essays on Teaching Excellence

*Toward the Best in the Academy Vol. 17, No. 3, 2005-2006*

*We continue featuring a selected POD Essay on Teaching Excellence in each issue of the POD Network News. The essay series is available by subscription, and reproduction is limited to subscribers.*

## Assessing Students' Online Learning: Strategies and Resources

*Patricia Comeaux, University of North Carolina - Wilmington*

The educational community in higher education has, for some time, debated assessment issues. With the proliferation of online classrooms and the emphasis on constructivist approaches to learning, these issues have taken on even more importance.

Constructivist learning paradigms are learner-centered and posit that learning occurs when students are actively engaged in making sense of phenomena as well as constructing and negotiating meanings with others (for an extensive review and analysis of this literature, see Comeaux, 2002). Thus, learning is a reflective and analytical practice as well as an intellectually transformative act. It works when it engages students in active, co-responsible ways of knowing. In this way, teaching and learning become reciprocal enterprises as teachers and learners co-exist in a communal space of shaping and transforming knowledge and understanding.

In constructivist learning environments, assessment and learning are integrally linked. In such environments, students are aware from the

onset what is expected of them; they know they are expected to demonstrate understanding of the subject matter and apply their understanding in authentic situations. As the report from the Education Commission of the States (1996) claimed, "Students learn more effectively when expectations for learning are placed at high but attainable levels, and when these expectations are communicated clearly from the onset" (p.5). Boud (1995) made a similar claim when he explained that our assessment methods and requirements probably have a greater influence on how and what learners learn than any other single factor (pp. 39-40).

Consequently, effective communication becomes a key ingredient in assessment practices, especially in online environments. While the same is true of the relationships between effective communication, assessment, and learning in face-to-face classrooms, the demands of assessment are even more challenging in online environments. Without consistent, timely, and relevant feedback, online students more easily interpret their classroom experience as impersonal

and a hindrance to their learning.

Furthermore, this paradigm of assessment acknowledges that an important function of assessment is to facilitate and promote learning. It emphasizes the importance of assessing process (formative) as well as product (summative). Huba and Freed (2000) described assessment as a process of "gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences" (p. 8). This kind of assessment encourages purposeful dialogue, multiple discourses, collaboration, and peer and self-evaluation. It also contributes to a sense of community and shared purpose among a community of learners.

### Benefits of Online Learning and Assessment

Interactive technologies provide us with a vast collection of resources that can enhance and extend learning environments and open up a world of possibilities in instructional design and assessment. Assessment

in online constructivist learning environments should be as varied as the learning activities. In constructivist learning environments the appropriate assessments are shaped by the intended outcomes, products, or learning activities embedded in the instructional design.

Interactive technologies provide multiple advantages and benefits for online instructors and learners. These include:

- More efficient management, collection, and transfer of assessment information;
- The ability to track, monitor and document students' activities automatically;
- Multiple communication tools to facilitate and document dialogues that can be revisited as part of the learning and assessment process;
- More opportunities and ways for providing feedback to students;
- Vast libraries of resources and interpretive tools;
- Increased student participation in discussions (i.e., more students can participate in online asynchronous threaded discussions than in face-to-face classrooms);
- An increased emphasis on student thoughts and

- reflections as students learn to express their ideas in writing;
- More precise grading of student participation in the course content (process) because their discussions are captured in print;
  - Online tests free from restrictions of time and place imposed on testing in face-to-face classrooms.

### Strategies and Resources for Online Assessment and Learning

Instructors with a belief in and appreciation for constructivist learning acknowledge the importance of using authentic tasks for evaluating students' performance in online courses. These assignments provide students with opportunities to solve problems and complete projects analogous to those of their future careers. Websites and electronic portfolios are excellent ways for students to demonstrate their competencies in a variety of areas. Burnett and Roberts (2005) described an assignment designed for pre-service high school education majors, which challenged them to learn the course material, work collaboratively, and create a teaching online environment that they could use in their own classes in the future. An electronic portfolio provides students with a creative, efficient way of showcasing numerous authentic projects created throughout their college career.

Online instructors recommend the use of self-assessment and

team-assessment tools to help students check and improve their progress as they develop understanding and products. Moallem (2005) provided a detailed model for assessment of online learning which involves three stages of assessment: initial, progress, and product. Each of these stages includes tools for self-assessment, peer-assessment, and expert/instructor-assessment. Belfer and Wakkary (2005) provided guidelines and checklists for team assessment in online courses.

Online instructors make use of self-tests as study guides and as ways to help students deepen their understanding of the course material. Hall, Molan, Bannon and Murphy (2005) described the use of interactive digital video which creates a problem scenario in a manufacturing firm requiring students to use statistical analysis to solve. Students use these online assessment tools to help them understand why their answers on an online multiple-choice test are right or wrong. Byington (2005) described how online multiple choice tests and T/F tests can provide advantages not available in face-to-face classrooms. Perhaps one of the most valuable assessment strategies for online students is a rubric which provides them with clear performance expectations at the onset and guides them through a project. Hofmeister and Thomas (2005) provided guidelines for helping instructors build

and use rubrics (scoring guides) for assessing students' writings in online discussion boards. They also provided suggestions for structuring and moderating online discussions with questions that challenge students to think and write more analytically.

In sum, online instructors recommend that students receive consistent, frequent, and ample feedback throughout their online course.

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— Patricia Comeaux (Ph.D., Southern Illinois University) is Professor in the Department of Communication Studies at the University of North Carolina Wilmington.



## Guest Column

Concluding our series of international exchanges, are two guest columns. Joy Mighty (Queen's University, Kingston, Ontario, Canada), is President of the Society for Teaching and Learning in Higher Education (STLHE). Matt Ouellett (University of Massachusetts, Amherst) is the immediate past-president of POD

### Quality Higher Education Across Borders

Joy Mighty

One of the major changes in higher education over the last half century has been the phenomenon of massification (Scott, 1995). Previously, higher education was the domain and assumed prerogative of the gifted and, for the most part, the elite - those who could afford to pay for it. Not anymore. With the rise of the knowledge economy in which knowledge has replaced physical resources as the main source of economic growth and power, higher education has become not only more desirable but absolutely essential for personal advancement. Participation in higher education has become the universal norm rather than the exception. Moreover, increasing globalization and the concomitant competition among institutions for students have made it possible for almost everyone who wants a post-secondary education to gain access to one. As the demand for higher education has increased worldwide, we have witnessed a simultaneous growth of higher education providers, new methods of delivery, and cross-border initiatives. Cross-border higher education is defined as "a multifaceted phenomenon which includes the movement of people (students and faculty), providers (higher education institutions with a physical and/or virtual presence in a host country), and

academic content (such as the development of joint curricula). These activities take place in the context of international development cooperation, academic exchanges and linkages, as well as commercial initiatives." ([http://www.unesco.org/iau/p\\_statements/index.html](http://www.unesco.org/iau/p_statements/index.html))

In 2004, in light of the increased diversification in the provision of higher education, the International Association of Universities (IAU), the Association of Universities and Colleges of Canada (AUCC), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA), drafted a statement of principles to guide the adoption of cross-border higher education. After widespread consultations with member associations throughout the world, the draft statement was adopted and subsequently endorsed in 2005 by over 35 higher education associations worldwide.

Entitled "Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide", the statement describes a set of principles which the signatories believe should guide not only cross-border initiatives by higher education institutions, but

also policies and negotiations by governments. The principles include the need for higher education across borders to:

- contribute to communities' economic, social and cultural well being;
- strengthen the higher education capacity of developing countries to ensure worldwide equity;
- develop learners' capacity for critical thinking so that they might engage in responsible citizenship locally, nationally, and internationally;
- increase accessibility for qualified students who are in financial need;
- ensure equally high standards of quality regardless of where it is delivered;
- be accountable to all stakeholders including students, governments and the public;
- facilitate the international mobility of faculty and students; and
- communicate clear and full information about the education being provided.

The statement goes on to recommend specific actions that should be taken by universities, colleges and other public, private, or for-profit providers of higher education; by non-governmental associations worldwide; and by national governments and their intergovernmental organizations. As we prepare for



the 2008 STLHE conference with its aptly chosen theme of "A World of Learning", let us reflect on these principles and the recommended actions to determine what roles we might play, individually and collectively, in realizing the potential of quality cross-border higher education for enhancing equity and access for the common good.

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## Life after Virginia Tech: Reflections on the Role of Faculty Developers

Matt Onellett

More and more, education developers are embracing a more systemic view of our roles in higher education. We regularly collaborate on a full complement of initiatives spanning our institutions' commitment to excellence in teaching and learning. Examples of such challenges include program and department-based assessment of teaching and related accreditation processes, post-tenure review, diversity, instructional technology and measures designed to address student and faculty recruitment, retention, and success. By nature of the values, goals and skills associated with success in our work, we have created rich, interdisciplinary relationships with a broad range of campus constituents, and have consulted research and practice-based literatures from the natural, social and behavioral sciences and fine arts. However, to date, our relationships with the "first responders" to such campus emergencies (i.e., police and medical service providers) and our understanding of the principles and practices that guide them are far less developed and this must change.

Like many of my colleagues, I've kept informed about and taken the time to reflect on the implications of tragic events such as tsunamis, shootings, hurricanes and devastating accidents at the local, national and international levels. Often, I have been privileged to think of these events as distant, isolated incidents. Sadly, it's clear to me that this parochial approach is no longer a viable or acceptable perspective. In the American context a part of this shift in thinking has come from the bookend experiences of my tenure as POD president: the shooting deaths

at Virginia Tech University, Northern Illinois University and Louisiana Technical College. And it's also derived from international travel and recent experiences with colleagues in Sri Lanka, which illuminated that the impact of the December 2004 tsunami is still unfolding.

Regrettably, we have an increasingly sophisticated understanding of what faculty and instructional developers can offer in the aftermath of such crises. And influential journals and newspapers in higher education, such as the *Chronicle of Higher Education*, are following closely legislation and policies being developed to guide campus-based emergency action planning strategies. While such plans are essential, I suggest that they are not the whole of it. Nancy Polk, our POD colleague from Virginia Tech, has offered that, "...if I had to make one recommendation regarding resources, it would not be something to read, it would be to provide an opportunity or venue for faculty to support and be supported by other faculty." We know intimately the value of community in the aftermath of tragedy – the importance of reaching out and accepting help from each other. And, I hope that as members of faculty and education development communities in higher education, we will watch out for each other and help each other to get whatever supports each of us needs in such times.

Such events will continue and, I think, we must also set ourselves to the tasks of developing the research and practice-based skills to proactively provide a scaffold of conscious, intentional and helpful actions before such circumstances unfold. We know that students and

instructors alike experience distress in the wake of tragedies. Early results of research also appear to indicate the importance to long term mental health of active coping strategies for use in the immediate aftermath (Silver, 2002). What happens in the classroom can act to ameliorate or, in extreme and unfortunate circumstances, exacerbate that distress. Huston and DiPietro (2007) found that students appreciate even brief facilitated discussions. Useful outcomes are most likely to be achieved if instructors can be trained in best practices before tragedies occur, but most often this is not the case. So, what do we prepare for what to do when tragedy strikes?

At the annual POD conference in Pittsburgh, Pennsylvania, we opened a working dialogue to think together and develop resource materials about how to respond to the local, national and international implications of such tragedies (see the POD website).



Out of this meeting some suggestions emerged which bear further consideration (see sidebar, Selected Suggested Practices). These suggestions are designed both to give direction in the immediate aftermath but also to help faculty and students to find and explore the "teachable moments" accompanying such crises. This summer, we will continue this conversation at the International Conference of Educational Development (ICED) in Salt Lake City, Utah. I invite your participation in the emerging dialogues.

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### Selected Best Practices

- Consider developing a set of response guidelines for your center now, before you actually need them. Identify preferred emergency contact numbers, alternative meeting locations, and multiple strategies for communication in times of crises. (You might consider these strategies as technical ones.)
- Understand and explore the expectations that university leaders have for your role(s) in such incidents. In the crises, stay in touch with your senior academic leaders to clarify information and to discern desirable actions.
- Expect role confusion and, as is possible, try to stay in contact with colleagues nationally and internationally for personal and professional support, ideas, and expertise.
- Understand the skills helpful in facilitating emotionally-charged dialogues and identify staff and colleagues on campus that exemplify such expertise.
- The psychological effects of trauma are not limited to those who experience it directly, but resonate across the entire community. People feel these experiences deeply, so consider what may help sustain you while trying to help others.
- In times of crises, people look to structure as a means of coping. Have some general resources in place to distribute to help faculty identify a range of concrete teaching strategies for addressing such issues with students generally, and, where appropriate, in the context of their disciplines.

# P.O.D. and the "Clinic"

Dakin Burdick, MSU

When P.O.D. was founded in 1976, it drew from several well-established models of faculty development. Chief among these was the University of Massachusetts at Amherst's "Clinic to Improve University Teaching." According to *The Clinic's Teaching Improvement Process: Working Material* (1977), the Clinic was begun in 1972 when Dwight W. Allen, then Dean of the School of Education, saw merit in Michael A. Melnik's dissertation on "The Development and Analysis of a Clinic to Improve University Teaching" (1972). Allen and Melnik won a three-year grant from the W.K. Kellogg Foundation in 1972 to develop Melnik's concept and disseminate it in other institutions of higher learning. The Clinic was highly successful in the 1970s, and was touted by several articles of the period, including Bergquist and Phillips (1975) and Perlberg (1976). Since the Bergquist and Phillips article greatly shaped early P.O.D. (as described in the Spring 2006 *POD Network News*), a closer look at the Clinic is certainly warranted.

"The Clinic Process," as it was known, consisted of a continuing consultation between a faculty client and a teaching consultant that followed the following format:

1. **An initial interview:** Consultant and faculty client discussed the client's "classes, objectives, and interests."
2. **Collection of data on the client's teaching:** This included the syllabus and course materials, a classroom observation,

a videotaped sample of teaching, and the "Teaching Analysis by Students" (TABS) system of student evaluation of teaching. The use of TABS included the faculty's self-assessment and prediction of the TABS results as well as the actual student responses on the TABS, in order to elicit "cognitive dissonance" or "unfreezing" and therefore force the faculty clients to recognize the discrepancies between their ideal and their actual ratings. TABS, by the way, replaced the earlier "Student Centered Analysis of Teaching Instruction" and its unfortunate acronym, SCAT.

3. **Analysis of the data:** Both faculty client and the "Teaching Improvement Specialist" analyzed the resulting data.
4. **Discussion:** Client and consultant discussed "Teaching Improvement Strategies," including teaching tips, training materials, classroom implementation strategies, and monitoring strategies.
5. **A final interview:** For this interview, a second set of data was collected, including another classroom observation, Post-TABS-student responses, and another videotaped sample of teaching. This was followed by a final data review and evaluation.

There are several aspects of "The Clinic Process" that might jar the sensibilities of present-day consultants. One such item is the Clinic's dedication to experimentation on its

clientele. For every client, consultants were "strongly urged" to "use at least one unfamiliar (i.e., one you've never used before) teaching improvement strategy from each of the general categories" of (1) teaching tips, (2) short and long range training strategies, (3) short and long range testing of teaching behaviors in the classroom, and (4) monitoring or assessment methods aimed at judging the efficacy of "instructional procedures and materials." Research-based practice has taken the place of such experimentation as there is now a large body of research relating to faculty development.

Another difference between then and now is that graduate students conducted most of the faculty consultations at the Clinic. Most professional consultants today have their doctorates, which may be a sign of the continuing maturation of the profession.

Still, there are a number of similarities between P.O.D. and the Clinic. Both models used microteaching, confidential one-on-one consultations, consultant-led analysis of student evaluations, classroom observations, and videotaped classroom observations. The Clinic clearly anticipated the practices still used by P.O.D. members.

After reading the detailed descriptions of "The Clinic Process," one might assume that the amount of time spent in such consultations was much higher than it is now. In reality, the Clinic placed similar limits on consultation as do current practitioners. The col-

lection of data at the Clinic took forty-five to ninety minutes of the faculty's time, plus another twenty minutes of class time. The analysis of the data took sixty to ninety minutes, and the amount of time spent with any particular client ranged from five to fifteen hours.

Besides the development of a standardized system of consulting, P.O.D. also benefited from the Clinic because of the later influence of those associated with the program. Three of the graduate students who served at the Clinic, for example, went on to become Presidents of our organization, namely:

- LuAnn Wilkerson, Senior Associate Dean for Medical Education at the David Geffen School of Medicine at the University of California at Los Angeles (President of P.O.D., 1984),
- Bette Lasere Erickson, Director of University of Rhode Island's Instructional Development Program (President of P.O.D., 1985-1986) and
- Mary Deane Sorcinelli, Associate Provost for Faculty Development and associate professor in the Department of Educational Policy and Research Administration, University of Massachusetts Amherst (President of P.O.D., 2001).



Dakin Burdick is the POD Historian.

## Upcoming Conferences

There is still time to sign up for the *Teaching Professor* Conference. The conference will be held May 16 – 18 in Kissimmee, FL. Registration information can be found at: [www.teachingprofessor.com/conference/index.html](http://www.teachingprofessor.com/conference/index.html).

The **Texas Faculty Development Network** (TFDN) is proud to an-

nounce its Spring meeting which will be hosted by the Academic Center of Excellence in Teaching on June 9th and 10th at the UT Health Science Center in San Antonio. The plenary speaker is **Dr. Laurie Richlin** from Claremont University who will present “Getting Credit for What You Do: Tying Student Assessment to Learning

Outcomes.” A Pre-Conference session on Faculty Learning Communities is planned and representatives from the EXLIR project will present case stories of exemplary teaching practices. For more information, log on to [www.tfdn.tamu.edu/](http://www.tfdn.tamu.edu/), the TFDN website, after April 15th.

– *Life After*, continued from page 9

## Resources

Huston, T. & DiPietro, M. (2007). *In the Eye of the Storm: Student’s Perceptions of Helpful Faculty Actions Following a Collective Tragedy*. In D. Robertson & L. Nilson (Eds.). *To Improve the Academy*. (25). Bolton, MA: Anker Press.

Professional and Organizational Development Network in Higher Education: <http://www.podnetwork.org/resources/crises.htm>

Silver, R., Holman, E., McIntosh, D., Poulin and M., Gil-Rivas. V. (2002). *Nationwide Longitudinal Study of Psychological Responses to September 11*. *Journal of the American Medical Association*. 288:1235-1244.

## “Bring an Administrator” Session at the 2008 POD Conference

POD members are encouraged to invite campus administrators (presidents, provosts, deans, chairs), who are interested in faculty development, to the POD conference this fall. A special session for administrators on “Faculty

Development and Institutional Empowerment” will be held at the conference in Reno. Led by former POD president Dee Fink, this workshop highlights the central importance of faculty development to institutional change and

improvement, and explores ways that various administrators in their unique roles can support faculty development when they return home. See POD conference website in June for specific time of session.



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## 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.

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## Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at [www.listserv.nd.edu/archives/pod.html](http://www.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 33rd annual POD conference. It will take place in Reno, Nevada, U.S.A., October 22-25, 2008. The most current information about the annual conference can be found on the POD website at [www.podnetwork.org](http://www.podnetwork.org) under Conferences and 2008.

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