# 29th Professional & Organizational Development (POD) Network Conference
## Montreal, Quebec, Canada   November 4-7th, 2004

## Summary of Resources and Sessions Attended

Cynthia Pfeifer-Hill
Faculty Evaluation & Development (FEAD)


Resources:

Teaching at its Best:  A Research-Based Resource for College Instructors
Linda B. Nilson, 2nd ed., 2003

To Improve the Academy:  Resources for Faculty, Instructional and Organizational Development.
Editors S. Chadwick-Blossey,  D. Robertson, Vol.23, 2005
(Annual POD publication)

Thought & Action, Vol. XX, Number 1, Summer 2004.  (NEA publication)

Making Time, Making Change:  Avoiding Overload in College Teaching
D. Robertson (autographed copy!), 2003
** (Have not had "time to read it")

Serving on Promotion, Tenure, and Faculty Review Committees:  A Faculty Guide
R. Diamond, 2nd ed., 2002

The Teaching Portfolio:  A Practical Guide
P. Seldin (autographed copy!), 3rd ed., 2004

*A Guide to Faculty Development:  Practical Advice, Examples and Resources
Editors:  K. Gillespie, L. Hilsen, E. Wadsworth, 2002  (POD Network publication)

## POD History
POD was founded in 1976 to provide professional information and support to faculty and administrators in higher education via publications, conferences and networking.  Three kinds of development include:

Faculty Development – focuses on faculty members as teachers engaged in fostering student development, as scholars and professionals and overall well-being (ie. stress and time management, assertiveness training, etc.)

Instructional Development – enhance individual faculty's and institutional effectiveness of educational instruction (design curriculum, evaluation, identify and achieve educational goals).

Organizational Development – focuses on organizational structures and processes of an    institution to function efficiently and effectively to support the work of teachers and students.  (Includes leadership training for chairpersons, use of mission statement, implementing organizational change, and institutional governance).

**SESSIONS ATTENDED**:

1. **Moving "Out":  The Online Faculty Development Center**
   **Lynda Milne, Minnesota State Colleges and Universities     (** excellent session)**

   ➔ http://www.ctl.mnscu.edu   (** not password protected, we can freely use!)

   ** Also check out: Illinois On-line Network (ION) – offer courses primarily, faculty summer
                                                      institutes, can subscribe to site free
                   California Virtual Campus (CVC) Professional Development
                   FacultyDevelopment.ca   (Society of Teaching Higher Education, Canada)

Minnesota has a highly coordinated single Center for Teaching and Learning (CTL) system.
Online workshops,  sites needed for on-line CTL, on-line library resources, database of basic information,
archive materials,  On-line Center vs. a Center web site, repositories of teaching tools, conference finder,
grant finder,  e-Handbook for New Faculty, e-mail teaching tips to faculty, print mouse pads with URL,
etc.

MNSCU CTL Site map has 4 major sections:  Resources and Tools (annotated lists not find on Google);
Courses and Tutorials;  On-line Teaching, Interactive Community (listen and share ideas, webboard).

**Other contacts met at session**:
        Eugenia D. Conway, M.A. Assoc. Director of *The Teaching Academy*, NMSU  (started in 1980)
        econway@nmsu.edu

        Jeanne Butler, Ph.D. Director of Center for Teaching Excellence, Coordinator, Assessment
        Butlerjm2@unk.edu  (Univ. of Nebraska, Kearney)


2. **University Administrators and Faculty Development**
    Dee Fink (Director of Instructional Development Program at OU), Devorah Lieberman, Marilyn
    Leach.

    ➔ Announced upcoming 4-day summer workshop:
                             New Faculty Development
                             Purdue University- Indianapolis campus,  June 25-29, 2005
                             www.opd.iupui.edu/ninfd

    **Contact made at session**:
            Dr. Evelyn Jacobson  (Works with New Faculty programs)
            Associate VC for Academic Affairs,  Univ. of Nebraska, Lincoln
            Ejacobson1@unl.edu


    Session was a sounding board and exchange of ideas for university administrators (Presidents,
    Provosts, Deans, Chairs) to address:  what can you do in your position to promote faculty
    development that supports your  institutional goals and mission?  How operationalize faculty
    development?  How engage tenured faculty to be interested with their own teaching and FD,
    how mission to value teaching and learning?, Central or decentralized FD?  How  administrators
    can "lead" without "driving" FD?

Name – Faculty Development or Instructional Development, Center for Teaching Excellence, Center for Teaching and Learning, etc.

**Hiring new faculty and early introduction to FD: Emphasize teaching expectations in job description and interview process (teaching philosophy and <u>continue</u> to seek teaching excellence throughout career), tour CTE facilities as part of interview tour, departmental funds allocated to support teaching, etc.

<u>Emphasize importance of faculty development in teaching</u>:  recognition of good teaching events, invite distinguished teachers to campus for seminars (shows teaching is important), tenure and rank incorporate teaching expectations, faculty that achieved recognition for teaching hold future workshops on teaching.  <u>Teaching Academies in Summer</u> – 3 day workshops – pay ½ of stipend for attending and the other ½ of stipend for using and sharing techniques next summer academy!

3. **<u>Developing Faculty Leadership for Learning</u>**
   J. Berg, D. Draper, H. Hedlund, K. Lynch

   Model used in Minnesota state colleges and universities system to engage faculty in transforming campus cultures to focus on student active learning.  Pilot study of "viral" model of fostering change adapted from the The Tipping Point (Gladwell, 2000) was discussed by participants from various institutions.

4. **<u>Getting Them Early:  New Faculty Learning Communities</u>**
   L. Ortquist-Ahrens, N. Fayne, Otterbein College

   Helping new faculty acclimate to multiple roles and culture of small liberal arts institution and its students.  Shared experiences of learning communities for new faculty that are now just piloting.  Higher education techniques gleaned from work of entry year teachers in K-12 schools.

   Found that:  classroom incivilities (student rudeness) and really derail teaching.  New faculty share 3 primary concerns:  path to tenure, sense of community and other colleagues, lead balanced and integrated life.  ** Even if an experienced teacher, their 1st year at a new institution, "act" like a new faculty member.

   <u>Faculty Learning Community</u> – group of faculty that have similar profiles (group of 5 – 8), 1st – 3rd year of teaching, meet weekly (ex. Friday from 4- 6 pm) for at least 2 years. Facilitator present to help guide.  After a year or so, may not need facilitators and new faculty group looks forward to weekly meeting.
   1. Roundtable and discuss weekly events that went well or not so well during 1st half of meeting.  Also brainstorm together and problem solve, share experiences and build camaraderie. Share pedagogical insights.
   2. Second half of meeting, discuss common readings, investigations in teaching practices and education that are part of "packet".
   3. CATs (Classroom Assessment Techniques) later in year – get student feedback and see "through students eyes" to figure out students behavior and thinking.

4. Tuning Protocol – other new faculty provide supportive feedback and ask probing questions of other new faculty members syllabus, assignments, testing, etc.
5. Sharing of syllabi and teaching philosophy statements – analyze each others syllabi and teaching philosophies to get a broad range of ideas and revisit their own methods

* Resource:  **Building Faculty Learning Communities**,  M. Cox, 2004   **ISBN  0271-0633**

** Would like to investigate this method more for helping new faculty.

5. **Gender in the Classroom:  Contemporary Diversity Training for Part-time Faculty**
T. Hickman, M. Grant, R. Grant, Saint Louis University

Promoted gender awareness in teaching, gender "gaps" in higher education, identify teaching styles that promote equity in learning, design learning experiences that foster inclusion.

6. **Stretching the Boundaries of Community:  Faculty Development for Civic Engagement**
Joan L Fopma-Loy, Miami University

Discussed service-learning pedagogy and defined service learning.  * Personal reflection by the student and faculty are key elements and often missing in SL courses (Answer:  What? So what? Now what?). Criteria for assessing levels of reflection Syllabus Analysis Guide example for components needed in a SL course. What can students contribute to a community?  What can community experience offer your students?  Also discussed faculty motivations to teach for civic engagement and associated barriers to civic engagement.  Discussed Faculty Learning Community (FLC) Model for faculty development.

Designing SL curriculum is complicated and extensive (much more than volunteer work at the soup kitchen…).  Realized I have much more to learn in this area!

Some recommended resources:

**** Introduction to Service Learning Toolkit**,  2$^{nd}$ ed. 2003.  Campus Compact

**AAHE Series on Service Learning in the Disciplines**, 1996.

**What is Learning in Service-Learning?**  J. Eyler, D.E. Giles, Jr.  1999.

**Assessing Service-Learning and Civic Engagement:  Principles and Techniques**.  SB Gelmon,  BA Holland,  A Driscoll, et al, 2001.  Campus Compact (syllabus design)

**SPECIAL GUEST SPEAKER**:  **Dr. Milt Hakel**
*Shaping Change by Applying the Science of Learning in Universities*

7. **Facilitating Change:  Successful Instructional, Faculty, and Organizational Development**
    D. Robertson, Eastern Kentucky University

    Interactive workshop explored change's predictable phases in individuals (students, faculty, administrators) and groups (departments, colleges, universities) and looked at powerful tools for facilitating change.   Listed 5 ways each to minimize resistance to new ideas and enhance support for new ideas.  Discussed much about stages of change within self too.

    Resources recommended:
    * The Way of Transition,  William Bridges
    The Academic Self

8. **Models for Faculty Development/T&L Centers at Small Colleges**
    M. Clearfield, et al.

    Discussion and small group discussion with panelists from different small colleges of four different Faculty Development T/L Centers:  Dean/Provost (Administrative Led), Faculty Leader, Faculty Committee and Faculty Center.  Small colleges represented included: Whitman College, Connecticut College, Ithaca College, Southwestern University, Nichols College, Muhlenberg College and Molloy College.  Advantages and disadvantages were discussed by each school representative and other session attendees with similar models.

    Tammy and I both attended this session and sat in different models.  I listened to the Faculty Center with Director model and T. Brown listened to the Faculty Leader Model.  T. Brown has summarized the different models in a handout.

    ➔ ** **Subscribe free to the Small College POD listserv (SC-POD) run by Michael Reder at Connecticut College Center for Teaching and Learning at:**

    http://chestnut.conncoll.edu/mailman/listinfo/SC-POD

9. **Facilitating Change Through Consultation with the Ambivalent or Unwilling**
    J. Prostko, M. Marincovich, B. Wells.

Discussed guiding/facilitating change in faculty unwilling or resistant to change.  Six stages of change: precontemplation, contemplation, preparation, action, maintenance, termination.

Follow model of Miller and Rollnick – Motivational Interviewing (MI) – technique to enact intrinsic motivation of person to change.  Collaboration between facilitator and ambivalent person - person themselves come to realize they need to change rather than being "told" by someone else need to change. Respect person's own wisdom and autonomy and will not be able to change a person if the change is fundamentally against their own values.  MI helps ambivalent person to realize and identify need for change, should voice their own reasons and advantages for change.

Consultant/facilitator (faculty development director) reinforces change and responds to résistance in ways to diminish it. Do not address resistance of person directly (otherwise ambivalent will "dig in"), accept ambivalent for who they are (actually "frees" them to change on own accord), be empathetic (person relaxes), accept ambivalence as abnormal, let person make own points for change, pose questions ("Do you think it would help if….?) and respect person's own wisdom.

Approach – "How can I help you?" lets person reflect on places of need. Change is motivated by perceived discrepancy between present behavior and important goals or values. Most driven by student evaluations. ** Video taping of class is good way for faculty to see themselves as students see them.

**Recommended Resources**:

> Motivational Interviewing, R.M. Miller, S. Rollnik, 2002 (*Motivational Interviewing)
> Changing for Good, J.O. Prochaska, JC Norcross, CC DiClemente, 1994 (6 Stages of Change) –
> first applied to addiction behavior.