

# Call for Proposals

## **BRAVE NEW MILLENNIUM: Celebrating the 25th Anniversary of the Professional and Organizational Development (POD) Network in Higher Education**

**November 8-12, 2000  
Bayshore Westin  
Vancouver, British Columbia**

### **Introduction to the POD Network**

POD supports a network of nearly 1,200 members. While POD members come primarily from the U.S. and Canada, the membership also represents 13 other countries. The POD Network and its members lead and support change for the improvement of higher education.

POD was built around a triumvirate of constituencies: faculty development, instructional development, and organizational development. These three areas remain the foundation for the organization year and year out, while the conference theme and sub-themes change yearly to keep the focus fresh and forward thinking.

### **The POD Network Annual Conference**

The POD Network's annual conference attracts experienced faculty developers as well as many who are new to the field. The same is true for those in instructional development and organizational development. The conference also appeals to administrators, faculty, teaching assistant (TA) developers, graduate students, graduate students who are preparing to be faculty developers, community college committee members, publishers for the above audiences, and members of many higher education organizations such as the National Association of Graduate and Professional Students. All are committed to continued growth and development.

All conference presenters are members of the POD Network. Should a proposal be accepted, all presenters and co-presenters must agree to become members of POD as a condition of acceptance.

This Call for Proposals is an invitation to share your ideas, experiences, research, and practice with colleagues who are interested in the improvement of higher education. We want to thank you in advance for contributing to the POD Network tradition of excellent conferences.

## **POD Mission**

The Professional and Organizational Development Network in Higher Education fosters improvement through faculty, instructional, and organizational development. POD believes in human development and values people as individuals and as members of groups. POD considers the development of students a fundamental purpose of higher education that requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal and professional growth, and change for the higher education community.

## **Conference Theme**

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. . . You must do the thing which you think you cannot do." -Eleanor Roosevelt, 1960

The conference theme, "Brave New Millennium," implies a question for reflection, "What does it take courage to do or be?" Parker Palmer, in his 1997 book, writes about "The Courage to Teach."

It takes courage to be different. It might take courage to teach well in a research university. It might take courage to manage the time that is necessary to publish classroom research while teaching six, seven, or eight courses per year at small and independent colleges. For graduate students, it might take courage to finish an advanced degree and go into academe. In a world of technology, it might take courage to begin a classroom technology initiative, or advance to the next level of technological competence. Diversity takes on a new dimension when framed in the context of courage. It takes tremendous courage to stand quietly with self-respect and say, "I am different." Acknowledge that courage and build it. Perhaps an entire college or university is attempting a bold shift to recruit and retain a more racially diverse faculty; emphasize student learning over research dollars; or just perhaps equalize the lab square footage between male and female professors.

It takes courage to change. One has to be brave to risk new partnerships, try new ideas, teach when an institution seems to value research. As in the Preparing Future Faculty partnerships, the risk is high but so are the benefits and unanticipated rewards. Many times, the change is a change in ourselves to adapt to societal and technological demands. In another area, we face the challenge of the sheer volume of technology in teaching, and the money it takes to fund that technology; the skills upgrade that most of us need to keep up, and the work we have to do to keep a focus on learning and teaching rather than on gimmicks. We have to be brave to keep saying, "Yes, you have to do it this way; we do have a method that works," "Yes, these are the requirements we expect you to go through," and "Yes, I do have to write proposals to get funding."

At the end of the POD 2000 conference, all participants will be challenged to return to their home colleges and universities with a "bravery that leads to action."

## **Suggested Topics and Issues**

Many conferences have "session tracks" and indeed POD national conferences in the past have used this concept. More recently, we are suggesting an emphasis on collaboration that cuts across faculty development, instructional development, and organizational development. While we recognize that the topics of sessions may not be categorized easily or may fit within several categories, we have identified the following potential groupings of sessions.

Proposals are encouraged from, but are not restricted to, the following three sub-themes:

\*\*\* Leadership. Faculty development professionals are called upon not only to react to trends or change, but also to lead change on campuses. Faculty developers should be called upon to serve as the visionaries on campuses. We search for leadership with vision, and not simply a leader coming in with a solitary vision, but leadership capable of helping a group decide the group's vision, and how best to achieve it. At the personal and local level, we search for a grander vision of what we ourselves might be, what our programs might look like; what our centers might grow toward.

At the organizational level, POD conference attendees always ask for and will need new and more powerful visions about how universities might be organized to better support teaching and learning, what teaching might look like, and what learning could develop towards. Proposals could be developed to serve these needs for leadership.

\*\*\* Relationships. Multicultural initiatives and social change on campus take on a new dimension when framed in the context of relationships. Faculty and organizational developers in higher education must provide expertise in understanding the changing population of higher education, a population which is increasingly more diverse in age, race, ethnicity, second-language abilities, academic preparation, and physical/learning (dis)abilities.

Cross-boundary relationships are special in 2000 because the conference is moving to Canada for a year, which brings up the possibility of discussing working with international faculty/TAs, or preparing/encouraging faculty to teach abroad.

Another relationship is faculty development's potential link to the cognitive scientists and computer scientists who are doing so much work on "intelligence." This new brain research is an exciting frontier for teaching and learning. The topic has generated interest in past years and seems to be a fitting tie-in to a millennial year and theme.

Smaller and private colleges have teaching interests to share in new working relationships. Perhaps we have new strategies such as service-learning and expertise with groups. Perhaps we have invited colleagues in to observe, worked collaboratively with colleagues, or provided leadership in an environment that discourages individuals from standing out. Perhaps we have developed a way to teach grandly on a very, very limited budget using almost no resources, and we'd be willing to show others.

\*\*\* Mentorship. Faculty-to-faculty mentorships, paired with technology initiatives, gained momentum throughout 1999 and will continue to be of interest to faculty developers in 2000. These mentorships are particularly enticing when applied to mid- or late-career faculty.

Teaching assistants (TAs), and those who work as TA developers, will have a special interest in seeing that TAs receive not only the best preparation to step into their faculties, but also the ability to integrate the new technologies into their teaching while at the same time doing ground-breaking research.

Traditional mentorships exist for pairing new faculty with experienced faculty within the same department or area, and that could be expanded. Exciting possibilities exist for mentorships and classroom visitations across disciplines.

### **Desired Qualities of the Conference and Its Sessions**

POD members who return to the national conference year after year attend to become re-energized for another year of work on their home campuses. This audience is particularly interested in "cutting-edge" development sessions, the new and different. At least one-third of the conference-goers are newcomers to faculty development and its related activities, whether through a new assignment or an addition to a present assignment. This audience is particularly interested in obtaining an overall "feel" for the field. By the end of the Call for Proposal process, POD planners should have a "snapshot" ready to share of the current state of faculty, instructional, and organizational development in the United States, Canada, and many other countries around the globe.

Proposal submitters are reminded to

- Actively engage participants in all sessions
- Include research, theoretical framework, or scholarly basis where appropriate. Include empirical studies and reports in conference sessions
- Collaborate with colleagues across the countries and around the world, particularly US/Canadian collaborations
- Include graduate students and the newest of the faculty in proposal design and presentation, particularly graduate students who are preparing to be faculty developers. NOTE: In honor of the 25th Anniversary of POD, a gift will be given to all presenters who are age 25, or multiples of 25.
- Build humor and laughter into conference sessions
- Retain personal growth sessions in addition to the more traditional research-based sessions
- Submit working partnerships. A good proposal might be a co-presentation where somebody from the teaching center and somebody from administration (or the technology group, or the advising office) team up to show how they work together for better student learning or better faculty programming

- Think "Diversity" in cultures, collaborations, co-planning. Proposals are actively encouraged from international colleagues, Native American tribal colleges, Historically Black Colleges and Universities, community colleges, small private colleges

### **Format Options for Conference Sessions**

The major session formats are listed below, with complete descriptions following. Presenters submitting a session in small groups of two, three, and four are highly encouraged (particularly across campuses... or countries).

- Preconference workshop session. (3 or 6 hours)
- Discussion, demonstration, or presentation session (60 or 90 Minutes)
- Advance book session (90 minutes)
- Roundtable or Consultation session (60 minutes)
- Poster session (held during Materials and Resource Fair for 90 minutes)
- Materials and Resource Fair (90 minutes)

Preconference workshop session. This format emphasizes learning-by-doing, although brief presentations can provide useful background and contextual information. Reflective discussions can help to apply the knowledge, skills, and/or values that are objectives for the workshop. Workshop proposals might focus on one or more of the following target audiences: new or experienced developers; preparing future faculty; diversity, multicultural issues, or teaching for social justice; working with academic administrators, faculty/university senate leaders, student services professionals, library and technology professionals. Workshop session proposals should include the target audience, maximum number of participants, intended outcomes, materials and a description of the activities. Whereas demonstrations tied to technology are encouraged, the POD conference cannot accommodate any requests for computers for participants. Presenters are required to supply computers for their personal use.

These preconference workshop sessions take place in the afternoon, the morning of the next day, or both with an evening in between.

Discussion, demonstration, or presentation session. This format is the mainstay of the conference. A typical session format combines presentation and discussion. This session format is not the reading of papers or the delivery of lectures, followed by a question or two. Exemplary teaching is modeled throughout these interactive sessions. Part of the session time is used for the presentation of a focused topic, whether one or more presenters are involved. The remaining session time is used to actively engage participants in the exchange of ideas around the session topic.

A variation of this format, which will appeal to some, allows for the demonstration session. This format is especially useful to offer some "hands-on" time for participants to try out the "innovation." The description of each proposed demonstration session should include identification of the "new tool or practice," the objectives (intended outcomes), the target audience(s), the activities that will occur, and whether a 60 or 90 minutes time period is preferred.

Advance book session. This format is especially useful for topics that are particularly applicable to the year's theme, newsworthy, or controversial. The session is designed as an in-depth discussion with active engagement of colleagues who have read a book prior to the conference. The prior reading of the book is considered to be a ticket of admission to the session. The session chair, not an author, could engage all participants in the discussion. A recorder might be designated for the session to identify and summarize the main points emerging from the discussion. Chosen titles will subsequently be announced in the conference registration materials so attendees will have ample time to read the text(s). This session format is available in a 90-minute time block.

Roundtable or consultation session. This format is designed to engage a small group, limited to no more than 12 participants gathered around a circular table, in the discussion of a project, practice, approach, or brainstorming session on a new concept. Presenters do not make a formal presentation but rather can offer participants a brief (one or two-page) written summary of a project, practice, approach, or new concept. Participants are expected to exchange comments and questions about the topic selected as the focus for the roundtable. Individual presenters are assigned a numbered table in a meeting room where interested persons select a table for small-group discussion. Sometimes breakfast is available while participants are having the roundtable sessions. An expansion of this format, which will appeal to some, allows for the consultation session. This format is especially useful to offer (and receive) advice and concrete help on a particular problem, project, or approach that is currently being faced or is probable for the future.

A consultation session can be designed as (a) assistance to participants, where an "expert" offers consultation in a particular area of practice or (b) assistance to presenters, where participants (the audience) provide advice for the definition and/or solution of a particular concern that is identified in advance of the session. The description of a proposed consultation session should identify the specific topic or problem for consultation, who will be offering assistance (the presenters or the audience), and the intended outcomes of the session. This format is available in a 60-minute time block only.

Poster session. This format combines a graphic display of materials with the opportunity for individualized, informal discussion. Part of the poster display should include a brief abstract of a project, practice, or approach for discussion. Individual presenters are assigned a numbered space in a meeting room where conference participants circulate to explore topics of interest to them. The description of each proposed poster session should include the topic and target audience(s). Poster sessions are held at the same time as the Materials and Resource Fair so presenters are encouraged not to attempt to do both. This format is available in a 90-minute time block only.

Materials and Resource Fair. Conference participants are offered the opportunity to request space at the Materials and Resource Fair where they can display and distribute information about their institutions, programs, projects, publications, and services. Presenters can also sell publications, videos, or computer programs at their stations. Sign up for this event is not done

now, but during the conference registration process by placing a check-mark on the registration form. This format is available in a 90-minute time block.

### **Criteria for Proposal Review and Selection**

The program committee takes seriously its charge from the Core Committee (POD's board of directors) to select the most important, relevant, and outstanding proposals to feature at the annual conference.

The following five criteria will be used in the review of proposals: (1) clarity and coherence in the plan for the conference session; (2) relevance to the interests of conference participants; (3) likelihood that the session will provide useful information, skills, and/or ideas; (4) contributions to new or innovative practices that could improve student, faculty, staff and/or administrator development; and (5) likelihood that the session will stimulate active engagement of participants.

Proposals will be enhanced if the following additional considerations are addressed: 1) a demonstrated commitment to diversity; 2) the relevance to the conference theme; 3) experience levels of the presenter(s) with this topic, if applicable; 4) any applicable theoretical content or literature citation that is the foundation for the session; and 5) the likelihood that the session will model exemplary teaching practices.

### **Instructions for Submitting Proposals**

Each proposal should include the following materials:

One (1) completed Proposal Cover Sheet

Five (5) copies of the completed "Blind Review" form

Five (5) copies of a two-page (maximum) proposal statement, with each copy stapled to a completed copy of the "Blind Review" form

Please note that it is your responsibility to use the required forms as printed. No typewritten or computer generated versions of your own form will be accepted. Please note that proposals must be mailed in hard copy. No proposals will be accepted electronically or by fax. Individuals are not to serve as presenters in more than two sessions. Incomplete proposals will not be reviewed. Proposals for all session formats must be postmarked by Saturday, April 15, 2000. A friendly reminder: these rules are not meant to be cruel. Because there is no paid staff that does conference data entry, POD program chairs often do the work during evenings and weekends. Variations create extra work and errors go up. Please be considerate and cooperative. Thank you in advance.

All proposals for preconference workshops should be mailed to the Preconference Workshop Chair:

Matt Ouellett

Associate Director, Center for Teaching

University of Massachusetts-Amherst  
301 Goodell Building  
Amherst, MA 01003  
Tel: 413-545-1225  
e-mail: mlo@acad.umass.edu

All proposals for concurrent conference sessions should be mailed to the Program Chair:  
William Burke  
Associate Director, Teaching and Learning Center  
University of Kentucky  
106 Gillis Building  
Lexington KY 40506-0033  
Tel: 606-257-2918  
e-mail: burke@pop.uky.edu

All proposals for roundtables and poster sessions should be mailed to the Roundtable and Poster Session Co-chairs: Ruth Streveler, Colorado School of Mines and Kathleen Kane, University of Hawaii at Manoa. All roundtable and poster session proposals should be sent to Ruth Streveler at the address below:

Ruth Streveler  
Student Development & Academic Services  
Colorado School of Mines  
Golden CO 80401  
Tel: (303) 273-3175  
e-mail rstrevel@mines.edu

For general questions about the conference, contact the Conference Coordinator:  
Virleen M. Carlson  
Assistant Director for Instructional Support  
Center for Learning and Teaching  
Cornell University  
Tel: (607) 255-8427  
e-mail: vmc3@cornell.edu

**Proposal Cover Sheet**  
**Brave New Millennium**  
**POD National Conference 2000**

November 8-12, 2000

Bayshore Westin

Vancouver, British Columbia

1. Session title:

2. Principal organizer and contact person (responsible for communication with co-presenters):

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

3. Co-presenter(s): List name(s), institution(s), and complete mailing address(es)

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Continued on Other Side

4. Topic area (mark all that apply in both A and B)

A. With regard to the conference theme of Brave New Millennium (see page 2 of the Call for Proposals)

- \_\_\_\_\_ Leadership
- \_\_\_\_\_ Relationships
- \_\_\_\_\_ Mentorship
- \_\_\_\_\_ Brave New Millennium, general

B. With regard to POD focus (see definitions on the back cover of the Call for Proposals)

- \_\_\_\_\_ Faculty Development
- \_\_\_\_\_ Instructional Development
- \_\_\_\_\_ Organizational Development
- \_\_\_\_\_ Other (specify:) \_\_\_\_\_

5. Format of session (select only one and refer to pages 4-6 in the Call for Proposals for descriptions of these formats)

- \_\_\_\_\_ Preconference Workshop\* (3 hours)
- \_\_\_\_\_ Preconference Workshop\* (6 hours)
- \_\_\_\_\_ Discussion, demonstration, presentation (60 min.)
- \_\_\_\_\_ Discussion, demonstration, presentation (90 min.)
- \_\_\_\_\_ Advance Book (90 min.)
- \_\_\_\_\_ Roundtable, or consultation (60 min.)
- \_\_\_\_\_ Poster (75 min.)

\* Preconference Workshops will occur on the afternoon of November 8 and/or the morning of November 9

Send one (1) copy of this completed cover sheet with the other materials for your proposal. Must be postmarked by Saturday, April 15, 2000, to be considered for the 2000 POD Conference. "Blind Review" Proposal Form

Indicate no names and no institutions on this form or in the proposal statement. Send five (5) copies of this completed form, with each form stapled as a cover sheet to a two-page, double-spaced statement of the proposal. See number 7 below for instructions on the proposal statement.

1. Session title:

\_\_\_\_\_

2. Topic area (mark all that apply in both A and B)

A. With regard to the conference theme of Brave New Millennium (see page 2 of this Call for Proposals)

- \_\_\_\_\_ Leadership
- \_\_\_\_\_ Relationships
- \_\_\_\_\_ Mentorship
- \_\_\_\_\_ Brave New Millennium, general

B. With regard to POD focus (see definitions on the back cover of this Call for Proposals)

- \_\_\_\_\_ Faculty Development

\_\_\_\_\_ Instructional Development  
\_\_\_\_\_ Organizational Development  
\_\_\_\_\_ Other (specify:) \_\_\_\_\_

3. Format of session: refer to pages 4-6 in Call for Proposals for descriptions of these formats. Please indicate your priorities by signifying 1 = first choice, 2 = second choice, etc. If you do not want your proposal considered for any but your first choice, indicate "1" and leave the other selections blank.

\_\_\_\_\_ Preconference Workshop\* (3 hr)  
\_\_\_\_\_ Preconference Workshop \* (6 hours)  
\_\_\_\_\_ Discussion, demonstration, presentation (60 min.)  
\_\_\_\_\_ Discussion, demonstration, presentation (90 min.)  
\_\_\_\_\_ Advance Book (90 min.)  
\_\_\_\_\_ Roundtable, or consultation (60 min.)  
\_\_\_\_\_ Poster (90 min.)

\* Preconference Workshops will occur on the afternoon of November 8 and/or the morning of November 9

Continued on Other Side

4. Would you be willing to schedule your concurrent session during a time period when educational expeditions might be offered?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

5. Abstract of proposal statement. This abstract will appear in the printed program if the proposal is accepted. Use no more than 100 words, including the objectives and target audience(s) for the session and how it will be conducted. Should the abstract go over 100 words, only the first 100 will be used.

6. Equipment needed: Mark all that are essential for your proposed session (Note: Generally, media other than a flipchart is not suitable for the structure and format of roundtable sessions)

\_\_\_\_\_ Overhead transparency projector and screen  
\_\_\_\_\_ VHS player and monitor  
\_\_\_\_\_ Flipchart, pens and easel

\_\_\_\_\_ Carousel slide projector and screen

\_\_\_\_\_ Video Projection device

\_\_\_\_\_ Other (Please explain. Equipment requests other than those items listed above must be approved before the proposal can be accepted. For example, presenters must agree to furnish their own laptop computers, and no internet connections will be made available because of cost).

7. Attach a double-spaced, two page (maximum) statement of your proposal. To enhance your proposal, please review the recommendations found earlier in this document under Criteria for Proposal Review and Selection. Proposals must include, in this sequential order: (a) a rationale or need for the session you are proposing; (b) a statement of objectives (intended outcomes) of the proposed session that responds to the rationale or need identified ; (c) an identification of the targeted audience(s) for participation in the proposed session; and (d) how the session will be conducted to accomplish the objectives with an engaged target audience(s). For preconference workshops, also include (e) maximum number of participants, and (f) a listing of the materials that will be used.

Send five (5) copies of this completed "Blind Review" Proposal Form with the other materials for your proposal. Must be postmarked by Saturday, April 15, 2000, to be considered for the 2000 POD Conference.

Virleen M. Carlson , Ph.D.

Assistant Director for Instructional Support

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<http://www.clt.cornell.edu/campus/teach/grad/carlson/carlson.html>