Milestones Before and After Establishment of the POD Network

1951 *Teaching Tips* first published by Wilbert (Bill) McKeachie.

1953 *Improving College and University Teaching* first published (now *College Teaching*)

1962 First teaching and learning center established at the University of Michigan, Center for Research on Learning and Teaching.[4]

1972 University of Massachusetts – Amherst, Clinic to Improve University Teaching, establishes some of the common practices of current academic developers including individual consulting, classroom observation, evidence gathering, and class feedback from students.[3]

1973 *New Directions for Higher Education* founded (Jossey-Bass).

1974 "Faculty Development in a Time of Retrenchment" by Sandy Astin published by *Change* magazine.

1975 Bergquist & Phillips publish "Components of an Effective Faculty Development Program" in the *Journal of Higher Education*, which describes a model centralized faculty, organizational, and instructional development.[2]

Jerry Gaff identifies 218 U.S. faculty development centers or program.[6]

1976 Professional and Organizational Development Higher Education (PODHE) proposed by Jack Lindquist at a plenary session during a Council for the Advancement of Small Colleges workshop at College of Mount St. Joseph, Cincinnati, January.[8]

POD Network in Higher Education (POD or P-O-D) established at the American Association for Higher Education conference, March. Core Committee established and Joan North selected as first Coordinator.[8]

1st Annual POD Network Conference, Arlie House, Virginia; terms established for Core Committee.[8]

1977 POD Network incorporated as a 501c3 with Executive Director, Officers, and Bylaws.

POD Conference commits to providing sessions for new and experienced developers and Core Committee becomes a representative body with 3-year terms.[8]

1979 *POD Quarterly* established (http://digitalcommons.unl.edu/podnetwork/) .

1980 *POD Network News* replaces *POD Quarterly.*

1982 *To Improve the Academy* founded; now TIA is the POD Network's peer reviewed journal.

1983 POD Conference attendance 160.[5]

1988 Wadsworth, E. (ed.) *A Handbook for New Practitioners*. Stillwater, OK: New Forums.

1999 POD Conference held at The Resort at Split Rock in Lake in the Poconos in Harmony, PA. This is the last time the conference was held in a small, isolated location!

2002 Gillespie, K. (ed.) *A Guide to Faculty Development: Practical Advice, Examples, and Resources*. Bolton MA: Anker.

2005 The Chronicle for Higher Education adds Teaching Center Director to its list of administrator salaries.

2010 Gillespie, K. & Robertson, D. (eds.) *A Guide to Faculty Development*, 2nd ed. San Francisco: Jossey Bass.

2011 A total of 1,276 teaching and learning development units in U.S. higher education institutions.[7]

2014 Attendance at 39th Annual POD Conference surpasses 700.[9]

2015 *To Improve the Academy* transitions to online electronic journal and is now included in citation indices.

History of Academic Development

Teachers as Scholars: Learning as Content Mastery (WWII – 1960s)[10, 11]

Teaching was something faculty did in order to conduct their scholarship, which maintained their content mastery. The instructor-student relationship was formal—faculty were responsible for lectures and students were expected to learn from them. Faculty development programs existed at some institutions, but development efforts helped faculty maintain scholarly competence and currency in disciplinary content knowledge. In the 1960s the first teaching center was founded and books and journals focused on college and university teaching began to appear.

Effective Teaching as Learned Behaviors (1960s – 1980)[10, 11]

The 1960s brought increased diversity among students and students expected to provide input into their education. Teaching still relied on disciplinary mastery, but effective teaching was viewed as effective performance that emphasized learnable competencies. Learners were viewed as empty vessels or clay to be molded through attentive listening and open minds. Faculty development programs provided training and a growing development literature focused on helping faculty hone their teaching skills through activities such as classroom observation and microteaching (recording and analyzing performance in collaboration with teachers).

Teaching as Facilitation of Learning and Developers as Facilitators (1980s – 1990s)[10, 11]

The 1980s saw the emergence of student-centered teaching, social constructivism, and the science of learning. The teacher/student relationship was no longer a one-way performance, but a two-way interaction; "the guide on the side," rather than "the sage on the stage." In order to be effective, faculty needed to learn more about their students. Faculty became responsible for creating instructional environments that encouraged students' learning. Institutions recognized that content masters needed help becoming master teachers and the number of teaching centers expanded. Faculty and instructional developers viewed learning as a process of enculturation into a community of learners through interaction between faculty and students and among students. Center programs included student-centered and interactive/active teaching strategies such as discussion and small group-work.

Teaching, Learning, Assessment, and Technology (2000s – future)

The current era is marked by significant changes in faculty work and public expectations including increase use of technology in teaching, reductions in tenure-line faculty, and assessment of student learning outcomes. Today, most teaching and learning is technology mediated, in part due to establishment of centers for teaching with technology and a massive expansion in online, asynchronous courses. Use of part-time faculty significantly increased in the 2000s, but recently some institutions have committed to providing "tenure exempt" faculty with greater security with full-time and mulit-year contracts. While some teaching and technology centers struggle to define their territories, others have recognized the value of the knowledge and skills each can bring to the table. Faculty developers and instructional technologists/designers are collaborating more to ensure that instructional technology decisions are driven by teaching and learning objectives.

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Angela R. Linse, Executive Director & Assoc. Dean, Schreyer Institute for Teaching Excellence, Penn State.
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