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I have been the Director here since the office opened in 2011 (in other words, not very long!); previously I served as "faculty-in-residence" at the teaching center at Xavier University of Louisiana, where I was also Associate Professor of English.

**Candidate's Statement**

What do I want to see POD accomplish in the next three years? I have to admit that my aspirational trajectory for POD in the next three years is shaped by my own needs. While POD is an outstanding resource for ideas and strategies for working with faculty, and improving classroom practice, I would like to see an enhanced focus on working strategically within institutions. Working with faculty is challenging, of course, but for most of us, I think, working with administration is even more mysterious, and I would love to see POD provide more mentorship in this area. As Dr. Kezar pointed out in her plenary talk, most of us are unfamiliar with thinking politically, so we're in need of need additional support and professional development while we learn how to negotiate deeper waters; we need more opportunities to examine and compare political strategies.

My Center, for example, is tiny, but we serve an enormous University; we work with an enthusiastic core of self-selected faculty, but in order to make a genuine difference in the learning experience the institution offers our students, we need to use our energies more cannily. We have been working with Institutional Research to determine where the bottlenecks are for students— what courses do they fail most often, when do they drop out? We want to work with departments to help them redesign the most-failed courses, and even their curricula, but we will need administrative buy-in at many levels. Since many faculty developers come from traditional disciplines, we are unlikely to have received any formal (or even informal) training to prepare us for such situations, and POD will be a fantastic resource. I'd like to see the collective wisdom of the organization marshaled (more explicitly) toward enabling us to work effectively in all four of the "frames" Dr. Kezar invoked (from Bolman and Deal, 2003). I've gathered quite a bit of excellent advice in informal contexts, but I think we would all benefit if more of POD's programming addressed our work for institutional change.

One other development I'm committed to is enhancing POD's diversity. The diversity committee does fantastic work, but I think the entire organization could be more aware of the need for greater diversity. The student populations we serve are changing rapidly, and POD's demographics don't seem to reflect them—if academia truly wishes to attract more underrepresented faculty, we also need more underrepresented faculty developers.