

## Self-Nomination for POD Network Core Committee

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### Background

Faculty development can be a rewarding profession but is often navigated through rough waters. Through my 25 years as an academic and my time as the associate director and director of our Center for Educational Excellence, I have seen administrations come and go, lived through the revision of our general education curriculum, and adjusted to at least two new sets of strategic initiatives for our institution. Along the way, I have been honored to work in collaboration with colleagues to enhance the learning environment at USD and ride the tide of slow but steady change. Since starting as a junior faculty member, I have been an integral part of many efforts on campus and nationally to support faculty including mentoring faculty for community engagement, organizing writing programs, scholarship of teaching and learning scholars, developing and facilitating faculty learning communities, organizing faculty orientations and many trainings and workshops on pedagogical approaches. Furthermore, working at a faith-based institution has given me a chance to truly understand what aligning with mission means and the importance of reflection and contemplation in higher education. I have been an active member contributing to faculty development initiatives for the AAC&U, ACUE, Campus Compact and the ADVANCE NSF network to name a few. Currently, I am serving as a scholar in residence for Campus Compact and researching faculty development programs for community engagement efforts nationally. Most importantly, I have been a member of POD for 10 years and have routinely reviewed abstracts for the conference, have served in almost all the positions available in the diversity committee including grant coordinator, vice chair and chair. Membership in POD has been tremendously meaningful to me and I look forward to an opportunity to contribute to the growth of such an important organization. I believe that my leadership skills, as well as my faculty experiences and scholarship will provide the POD Core Committee with useful ideas to move POD forward into the future.

What would you like to see POD accomplish over the next three years?

The POD network has been at the forefront of professional development in higher education. As the years progress, POD continues to grow, become more inclusive and reach out to various types of institutions to expand the network. POD's existence is especially important today during a pivotal time in higher education with increased scrutiny of costs, a divisive political climate, questions about the need for teaching and learning centers and elevated demands of accountability on institutions of higher education. The POD network has a great role to serve in guiding conversations and possible solutions for the future. Some of the most pressing issues in higher education include preparing our institutions for the changing demographics in our student bodies by expanding our discussions on equity, diversity and inclusion, offering more opportunities for the changing faculty ranks and how institutions can support the new faculty majority, and the continued emphasis on developing pedagogical approaches for deeper and more engaged learning experiences including online education. All three of these foci are

within the purview of POD's mission and all three align with some of the most pressing needs of our institutions. These issues are complex in that they oftentimes are met with resistance, a lack of resources and a lack of skilled personnel to manage. The POD network has the opportunity to help institutions work through those complexities by training professionals, supporting research in student learning and success and providing opportunities for administrators to become better educated on these topics. For example, addressing the needs of adjunct or part-time faculty is extremely important in today's reality and I would like to see POD offer more opportunities to include adjunct faculty in the programming and the development of a toolkit or best practices that institutions can use to develop their own adjunct faculty support. Moreover, I would like to see POD address a broader range of diversity issues including class, religion, sexuality, ability and nationality. Examining how we can develop a better understanding on the intersectionality of identities and the impact of those identities on student success is crucial. Finally, with more and more faculty teaching online or hybrid courses, there is a growing need for quality scholarship of teaching and learning to examine the impact on student learning.