

71: The Power of Sharing: Insights from POD Perspectives Conference Reporters

Teaser:

Jayln Parker: Going to the conference for the first time, that was also an opportunity for me to see myself in this profession with peers for the first time. And having this POD reporter experience was probably one of the best ways that for me to get into it.

Intro Script – Episode 71

This is Episode 71 of *Centering Centers*. I'm Lindsay Doukopoulos, Associate Director for Educational Development at the Biggio Center at Auburn University.

Today I'm excited to welcome three colleagues who helped launch the new POD Perspectives Conference Reporters initiative: Anna Santucci from the University of Virginia, Barbara Bird from Ohio Wesleyan University, and Jayln Parker from Colorado Technical University. In this conversation, we reflect on how the initiative came about, what it revealed about our field at the 2024 POD Conference in Chicago, and how it created meaningful entry points for both new and seasoned educational developers.

Anna shares insights from her role on the leadership team that guided the transition from *POD Speaks!* to *POD Perspectives*, Barb reflects on serving as Lead Reporter for a team of five at the 2024 conference, and Jayln describes her very first POD Conference experience and how the Reporter role helped her find belonging in this community.

Before we jump in, a quick note: this conversation was recorded in spring 2025. We intentionally timed the release of this episode to coincide with the publication of the *POD Perspectives* special issue that came out of the POD Conference Reporters initiative. At the time of recording, Anna Santucci was still at University College Cork — but since then, she has started a new role at the University of Virginia.

Lindsay Doukopoulos: so I'm gonna start by inviting you all to just introduce yourself and tell us a little bit about the center that you work at and anything interesting in your journey into educational and development.

Anna Santucci: My name's Anna Santucci. Lovely to be here together today I am based at University College Cork, which is in Ireland. I have an academic role in our center for the integration of research, teaching

and learning, which runs a lot of, core education and development work, but also. Research in teaching and learning areas.

As one of my roles, I actually direct our master's program, which is grounded in principles of the scholarship of teaching and learning. So I get to work with colleagues from across the disciplines who want to research [00:01:00] their own teaching in that setting. I'm originally from Italy although I always say I'm professionally from the northeast.

Part of the United States before moving to Ireland a few years ago, I was in the office for the advancement of teaching and learning at the University of Rhode Island. And I guess my origin story as an educational developer is back when I was in graduate school I fell head over heels in love with teaching and learning work thanks to the Sheridan Center.

At Bryan University where I was doing my doctoral work. And I guess in the context of our conversation today I should say I've had the honor and joy to give back to the POD network community in a variety of different leadership roles at this point, a community that has been very meaningful to me and one of those roles is indeed as the current editor of the POD Perspectives paper series.

Lindsay Doukopoulos: Barb, would you introduce yourself and again, tell us about your center and your journey into the role that you're in now.

Barbara Bird: I'm Barb Bird and I'm [00:02:00] director of teaching, learning and innovation at Ohio Wesleyan University. And I've just been here since June 1. I've been at another small liberal arts institution for 23 years, seven years in somewhat of a similar role. My background into this, my path into educational development came from actually work as a writing center director.

And I began working with faculty and helping faculty to learn to improve as writers. And I worked with a center. That was at my other institution helping doing workshops for faculty. And then I began mentoring new faculty when she started that program. And I did that every single year and loved it.

And I knew as soon as she retires, I want her job. And I did that for seven years. Being a part time role, I really wanted to move to full time. And really just focus on this as my career. I began shifting my research

into educational [00:03:00] development, and this became my home, and I felt like POD was my new place of belonging.

That was my path into it, and absolutely love it at Ohio Wesleyan, and I have really enjoyed the expanded role that I have here that I didn't have before. So working with not just Center kinds of activities, but being much more integrated into the academic leadership team.

Lindsay Doukopoulos: That's great and

Lindsay Doukopoulos: jaylen.

Jayln Parker: Yeah. Thank you so much. Jaylen Parker here. I am in the Teaching and Learning Center at Colorado Technical University. I work remotely living here in eastern Iowa. Here at the Teaching and Learning Center at CPU. I am one of three folks on our team. We're a relatively.

Newly expanded teaching and learning center. When I first started in educator development and working at the Teaching and Learning Center here at CPU it was just me. And now we've expanded our team, so a. [00:04:00] Really looking forward to the continuous growth and the programs that we're adding to our repertoire from faculty onboarding to faculty camps, to teaching circles.

It's been a great experience for getting just my feet wet and getting acclimated to what all faculty development and educator development entails. I come from agriculture education. I first started my teaching. In high school and teaching agriculture courses and being an FFA advisor.

Shortly after that, I got engaged at our local community college and teaching agriculture courses. There. It was while at the community college that I just found this passion and this spark for having conversations with faculty and just talking about good teaching and talking about what works well for learning and talking about, what works well for teaching, et cetera. And so that passion and that spark for having these conversations, it's really wanting faculty to be the best that they can be, is where that kind of started. So at the [00:05:00] community college level I started doing some mentoring, some. Adjunct faculty engagement work on the side on top of teaching.

And then ever since then, it had been my career goal to end up doing something like this full-time. And so now here I am and being in the Teaching and Learning Center at CTU and doing faculty development for about three years now. And like I said, continuing to learn a lot. And just discover all that this field has to entail.

With my main focus right now being on SoTL and getting our faculty into that space of scholarly teaching and research and stuff. So that's where I'm at. That's who I am.

Lindsay Doukopoulos: So you have a lot of diverse perspectives then on this field and from different cultural lenses, which brings me to my first real question, which is about perspectives, specifically the pod perspectives paper series. And Anna, we've brought you in for this conversation to give us a little bit of the history and the framing about [00:06:00] What it is and what its role is for this field of educational development.

Anna Santucci: Aha. I'll try to be as brief as I can and informative, hopefully. I have been in this role for a few years.

This is now my third year. And thank you for asking that question. 'cause I also wanna highlight that as many things in the POD network that I really believe in, this is also a rotating leadership role. There is, we are very much looking forward to welcoming our new editor as well. Who will bring forward some of this.

Work. So POD Perspectives is formerly known as POD Speaks is a series of peer reviewed short, occasional papers . So anybody, any member of the POD network can submit a proposal for what they think could become a helpful POD perspectives paper. The goal is very much to inform higher education audiences and readers at large about the scope, the value and how to best [00:07:00] support educational development work and educational developers on individual campuses.

POD speaks as the former name was was really born out of a strategic need for POD network as an organization. To be able to speak to, to express views perspectives, indeed, about current issues, about particularly maybe heated topics. And as you can imagine from knowing how the partner network operates it was, there was a thoughtful process of asking.

Who's the best person to speak on behalf of an organization? How do we go about actually crafting messages that the community of the organization can stand behind? So in, in many ways, there was also a desire to address I guess the recurring narrative that many of us experienced in educational development in which we know what it is that we do, but it's highly socialized among ourselves.

[00:08:00] And so there's a bit of a, maybe a difficulty or an anxiety around being able to actually. Explain and define that to other colleagues. So there's very much an intention here to be able to speak outside of ourselves as a field. And as the name change that came to be actually during my years as an editor, we chose to enact this name change to really better represent the diversity of our field and the multiple voice voices that we all want to see represented in the field. And it was a very rewarding process that involved many. Different constituents of the PO network, but I want to especially mention my fantastic editorial board which advises me on the directions that the future the, that the publication should take in the future.

So it was very much part of a significant work we did over the last couple of years about interrogating the identity of this publication and what is the best way to and the best formats to do this type of work and sharing [00:09:00] it with a broader audience.

Lindsay Doukopoulos: Wonderful. And one more question for you before we go to our panel of reporters here.

Can you talk just a little bit about the POD perspectives conference Reporters initiative, which is who we're gonna hear from here in a second, Jayln and Barb and what impact that you hope it has?

Anna Santucci: Yeah, so that, as I mentioned, this has been very much part of this, desire, we had to really interrogate what it is that this publication does.

And once we, we moved some steps in that direction, then it was time to think what's the best format or the multiple best formats to actually accomplish that. So we are looking for very synthesized almost executive summaries of knowledge that can be shared with a relatively generalist audience.

So these are papers that are written. By educational developers, but not necessarily for educational developers, although many of [00:10:00] our members do also read them for their own learning. And so the we really were thinking about, okay, what does an executive summary that can really be impactful for higher education leaders look like?

And it was always the case that many of the sessions or other happenings during the conference were really important. Were producing really important material that eventually became a POD speaks paper or a POD perspective paper. And and in fact as members of the editorial board we ourselves in the last couple of conferences were, scouting the rooms to figure out, which ones of these experiences should be invited to submit a proposal for a POD speaks paper.

And so it, as we were working on that, it, this idea came up that really maybe the best way to synthesize that breadth of knowledge that is produced and socialized in our conference. And also make it more accessible for a wider audience, could take the form of a call for conference reporters. [00:11:00] So actually giving someone that responsibility and task so that they had a, navigate, they could navigate the conference with that purpose in mind and leverage the bandwidth of maybe newer members.

Who would be approaching the conference with that kind of scoping eye of what am I interested in and what can I learn from the field at large? As well as then filter the expertise and the experience that. Is produced during the conference through an opportunity for those individuals to learn themselves as well as serve that wider dissemination purpose in terms of access to the key insights that could be distilled that way.

So we sent out the call not knowing what would happen, and we received the amazing responses from our conference reporters that you'll hear from.

Lindsay Doukopoulos: And Barb, we're gonna start with you. Since you have been to a POD conference before, not in this role how did, coming into the conference with this kind of [00:12:00] task that Anna just described how did it change your experience at the conference?

What did you notice about it? And then we'll hear from Jayln who this was her first conference.

Barbara Bird: Yeah, thank you. It did shift definitely how I came into the conference. Usually I come to POD with my checklist of things that I want to learn about and sometimes a few people I'm hoping to connect with.

And this time I came in with that as this side. Opportunity that if I have time, these are the things, I still have that little checklist, but that was off to the side. The primary purpose was to really go in with open eyes and ears, both for what is happening in this field and what are the new, exciting, innovative things that we're thinking about and reporting on and sharing research on.

That represent the direction that the field is going. And that really did shift [00:13:00] the mindset that I had going in. And I think I did hear a lot more just because I was listening for multiple voices. So even in the hallways, I was listening to what people were saying in ways I felt like I was a investigative reporter, undercover.

Listening in are also, you're dropping on all

Lindsay Doukopoulos: of us.

Anna Santucci: I see. Yes, exactly.

With very

thorough ethical guidelines for us.

Barbara Bird: Yes. Love it. .

Lindsay Doukopoulos: What are the themes that you've found that maybe weren't perfectly captured in the different types of themes and topics from the front end organization?

Barbara Bird: Some of the broad things that we found is that there is a lot of emphasis on organizational change and the larger structure of how to move academics, how to move faculty forward.

For example, when I first started going to pod, it seemed to me, from my perspective, most of the sessions were on a particular topic [00:14:00] that you can do a workshop on or research on a topic. And this year,

there are a few workshop in a box kind of sessions, but most were really more organizational and that probably is reflective both of where the field is going, but also in response to the moment that we're in with so many changes and demographic changes and organizational changes and pressures.

And I think a growing awareness of how educational developers can assist provosts in moving things forward across the institution. So there were a lot more sessions on change management and working with faculty across and having programs and opportunities that cut across all faculty at a more programmatic and systematic way.

And I thought that was interesting.

Lindsay Doukopoulos: And Jaylynn as a first time attendee can you talk a little bit about the experience of going in the role [00:15:00] as one of these reporters?

JayIn Parker: Oh gosh, yeah. So yeah, this was my first POD conference. And so typically if it weren't for the reporter experience I don't know obviously it'll be very different, but I'm just gonna go ahead and say I'm very thankful for the reporter experience because I felt like it was very grounding with faculty development.

Being like a long time fan, but like first time, like practitioner, if you will. It's, it was one of those things where I felt like it would've been very easy for me to get overwhelmed and get weigh in over my head now. What Barb shared earlier. Like I had my own personal interests and scope and things that I wanted to go for, what I wanted to glean, but when it came to.

Going to the first, going to the conference for the first time, that was also an opportunity for me to see myself in this profession with peers for the first time. And having this POD reporter experience was [00:16:00] probably one of the best ways that for me to get into it because. I was with my peers.

I was bouncing ideas off of my co-authors. Off of my co reporters. We were having good conversations about these big picture things, kinda like what Barb was talking about. We went into this group writing project to, to take away big picture items, big themes, big ideas that we could then share through POD perspectives and.

That experience made my first time going into POD, I think that much more holistic and broadened my lens instead of having it be so narrow and focused on what it is that I wanted to get. So the experience was fantastic just for getting. Not just the the POD conference under my belt and, getting that first time conference attended, but also just making those connections and having those conversations to actually place myself [00:17:00] in the field.

It's not just something fluffy oh, hey, we attended a conference. No, here's how we can actually instigate change. Here's how we can. Here's how we can make things happen on our campuses. Those conversations were great to be a part of and great to glean from. And like I said, I think it's one of those experiences where diving into POD feet first, first POD conference, signing up and being a POD reporter was a great way to to get myself acclimated.

Lindsay Doukopoulos: It really helps to hear how this shifted your mindset and you both talked about how this gave you a lens that was secondary. Is there a specific moment that you all and Anna, you two that you can recall from the conference where having this secondary lens made an impact on how you connected or showed up in a conversation in the hallway or in a session, something specific. Just wanted to see if that, that triggers a memory or an example [00:18:00] from anyone.

Barbara Bird: I have a an instance that comes immediately to mind that represents. Maybe not so much content but emotion.

There are multiple sessions, but I remember one in particular that was a large a lot of people in there that I just almost teared up from Pride because of how educational developers were treating each other. Somebody would come in late and there would be open spots for them and somebody would, need a pen.

And I don't, there were just multiple times in that one session where. Everybody was together and it didn't matter who was a grad student and who was a premier author, they that didn't matter. We were just all in this field together, trying to move forward and represent what we need to take back for our campuses and higher ed moving higher ed forward in ways that are necessary.

Anna Santucci: This really resonates with me. And I hope with the experience that many colleagues have at the conference, although I'm also always [00:19:00] very mindful of how much for me, it's always been a significant space of belonging. And I also wanna stress that anything in all these initiatives that, for me at least, it's very important to focus on the experience of the conference and how to augment and enrich that.

So making it accessible for those that cannot be at the conference, which was very much one of the goals of the call for reporters. And also finding multiple ways to find that way in because we know that, as, as much as we are, I think a very inclusive organization, there's always room for growth.

And I, I really value pod's intentional attention to growing in this area. So I, I. JayIn I loved your description of your experience because it, it also gave me a, an insight, and we've had this conversation before, but let me share that with you right now. I don't think we had actually fully anticipated something that you have highlighted here, which is we were very much focusing on how [00:20:00] it would be a good opportunity to do a lot of that.

Let's say the demystification work around what educational development is. For our audiences which is, our perspectives is one of the several publications that is trying to do that. But what you described is also a significant learning experience in the writing and an author authoring process.

That was a demystifying experience. For the authors themselves and a way in for the authors themselves. So I'm thrilled that you experienced that. Yeah. During that.

JayIn Parker: Yeah. Overall, yeah, overall just the experience of, again the, the connections and the POD reporters group is, was a very diverse group.

There were people. There were folks from, from educator, educational development who have been in it for years. People like Barb who, just started a new center, and there was a lot of variety. There was some folks that had more experience with the grad student side of things.

So having those people to go and connect with, which is my moment that I want [00:21:00] to share. Lindsay was one of our first meetings

with the POD reporter group. It was either like the first day or the second day, like you said, Barb. We had gotten together for lunch and

we had all met on Zoom prior to the conference, and just sitting there and listening to these fellow writers and. Seeing how they write and their process of writing and just the whole experience in and of itself was great for me too because, like kinda like how we shared before, there's all sorts of folks at POD, you could be sitting like, I was sitting right next to a published author, whose book I had read.

And it's a little intimidating, especially when you're attending POD for the first time. What's great about POD is that doesn't really matter. It's everybody's ideas matter. Everybody has something to contribute. Everybody has a seat at the table. If you have a pen, I got a pen.

And so that [00:22:00] first POD meeting or the POD reporters meeting that we had at conference, that was that moment for me was just really sitting down and getting to put all of that together and just see. See people working together in a tighter group. So anyhow, that was a good experience just to, like you said, just to kinda see the bigger picture of things and see that lens of, okay, like I do have something to contribute here.

We're part of this p reporter group. Like this is something that we can that we can do and hopefully make some changes with possibly.

Lindsay Doukopoulos: When you are divvying up, you've got a team of.

five reporters that you're leading, Barb. Anna, you're overseeing and helping to organize. How did you decide which sessions to go to? What was that conversation like?

Barbara Bird: Yeah, it was we met online and then I created a spreadsheet. With the link to the system that where you can [00:23:00] locate all of the particular sessions.

And then we each had different areas that we wanted to focus on. And so everybody put in for every single time slot. Like a first and second choice of what they want to attend so that we're not overlapping. And so that's how we figured out which ones we want to attend. And they did align to some topics like graduate student issues or equity issues.

Other long term issues, like I was interested in series whether it's badge programs for faculty or frameworks, anything that is longer term for faculty to, to really develop expertise. That's how we split it up. And then we met, I think it was the second day. And spent an hour and a half just talking through what we're listening, what we're hearing right now.

And that was so fun. It was the first time we met in person all together. And we had such a great time. I laughed so hard, [00:24:00] but we just connected and began to hash out, what are we seeing? And that's where we developed some of the themes that we ended up with.

Lindsay Doukopoulos: Are there any themes that you ended up with or talked about that you haven't already shared?

Other things, micro themes that you saw or that others saw in their sessions that they were attending?

Barbara Bird: Yeah, there were certainly a lot on resilience. Institutional resilience. So how can we help institutions to be resilient in this amazing flux that we are constantly going through? So there are a number of things that came up for there and again, not surprisingly, a lot on faculty burnout and being that is a an issue that I think all institutions are facing.

So how are centers playing a role in that? And again that's, both of those are at that institutional level. Because faculty well being isn't just three faculty [00:25:00] who come to a session, how can I care for those, or an individual consultation. Those are things, caring for faculty being is more at the institutional level.

And so I think that those were two of the bigger themes that we saw. Then, of course, there's a lot on student success, because our students have changed a lot for traditional age students. What can we, what are we doing, what are the best practices right now, currently, for helping all students to succeed, and in what ways, and then how can we address that through faculty, since educational developers don't usually meet with students, like one on one, how can we take student success to faculty in a systematic way that it ends up being implemented?

Lindsay Doukopoulos: When you were, working with the team and meeting with them obviously this is part of the pod perspectives. What were the perspectives represented in the, this first [00:26:00] kind of cohort? And what, for anyone who's listening to this in the future, what

are the perspectives that, that you're missing or that you would really want to encourage others consider bringing to future conferences?

Barbara Bird: Yeah, good question. I think the group has great diversity and is amazing to contribute very different approaches to writing and to thinking and processing and that made the writing team really rich. There was one that was a just came out of grad school recently. Maybe a couple that are just pretty new.

I've been in this for now my eighth year, so I'm still not super seasoned. I'm older because I've had a longer career, not as many years though in faculty development. And then a couple of others that were in that middle range. I think the one perspective in terms of pod career is having somebody who's been in pod 20 [00:27:00] years.

I think that, that piece none of us had, and so I think that would be an interesting component. Although I do think the both the disciplinary perspectives from, because everybody in POD comes from a different discipline, there's not a POD discipline. So I think that really helps to bring it a variety of approaches.

Speaker: What

Anna Santucci: Barb said, there are two Huge things, right? Whether yes, diversity was the is the whole point of multiple perspectives, and it's something that I think our field really embraces. I always say field because I don't think educational development is a discipline, but there are especially working because now I work in a European setting.

There is definitely a stronger sense of education as a discipline influencing, right? Or Shaping the epistemology, the way that we think about how to approach a scholarly endeavor [00:28:00] in educational development, for example, and as someone who has a background in humanities, I feel very strongly about that because there's so much that we bring because we are disciplinarily diverse.

Yes, it's great to have, to hear that was part of the experience of writing as a group of reporters. And the other thought that was really, I was listening attentively to Barb, there is someone that has the 20 years of experience in POD. Those are, and I'm not giving it a negative connotation, quite the contrary, but those are the voices that had been POD Speaks.

Authors for very good reasons, right? There's expertise that comes with experience. But there's something there about, okay, how do we maybe here have a both end as in the learning comes from that deeply rooted experience through the collective voices of the conference. And also gets distilled [00:29:00] through newer, multiple perspectives in terms of the reporters who get to be the conduits or the synthesizers.

Yeah. They're learning themselves. They're taking in that experience from others and making accessible and sharing that with others. So at least that was my hope behind the project.

Lindsay Doukopoulos: That's funny on the centering centers podcast, the digital resources and innovation committee, it serves as the kind of board to decide, different directions.

And we've had the same conversation. Do we emphasize, the big names in the field? Or do we go more for the emerging voices who are, offering the perspectives we're not going to get. From to improve the academy or official, formal peer review type conversations.

And I think that variety absolutely adds a lot of value because as you're saying, like the perspectives are wildly diverse and having more voices and more perspectives really helps.

Anna Santucci: This is so true for several [00:30:00] of the working arms.

Let's call them the working committees of the organization. The work we do in the professional development committee. Very similarly, right? Open calls to who gets to be a facilitator for. Say the getting started in education of development workshop. We ask ourselves very similar questions, right? How do we channel experience so that it lets it allows for younger voices and younger perspectives to thrive.

Thanks to that experience, but without the longer standing experiences being the only ones that are shaping the future of the work.

Lindsay Doukopoulos: And I think a lot of that work that we have to do as new educational developers, to your point, what you're sharing here both of you is that kind of identity claiming in a field that doesn't have a set pathway.

And so we all feel like outsiders until we start a field. Not, like, how do we define that transition into feeling like [00:31:00] you are part of this field and belong and have a valuable perspective. And I think, what you're doing here is a really wonderful way to make sure people have that.

Like Barb's saying I got to really listen and it gave me purpose in the conversations, not just in the sessions at the conference. It wasn't about what I wanted. It was about what could I learn that others would find valuable that I could share through this platform. And I feel like that is, that's a motivation that many of us as educational developers really resonate with.

Not for me, but, how do I elevate something that I see that has value to the people that I serve or the folks that I'm trying to support. So I feel like this model has so much potential for really helping those who do get to experience the conference wherever they're at in their career in a more meaningful way.

What did you get out of it? Do you does that track or what were your thoughts?

Barbara Bird: Yeah, I think that is really valuable. I think one of the other [00:32:00] pieces that is. incredibly fulfilling is the co writing. I've always loved co writing, and especially with people who think very differently from me.

Even when we're looking at the same Google Doc, that's my favorite thing, and literally writing at the same time I find that very exciting because I can see how other people are thinking, and we always produce better, I think. Some of that is my writing center background. When we hear other people's, how they're reading what we're saying, and then the feedback that we each gave each other on the different sections was very valuable.

And for each of us, I think everybody grew as writers. from this experience because of the interaction that we had with each other. And then of course learning each other's kind of stories and journeys into POD was really helpful.

JayIn Parker: I think that, yeah. I'll just echo what Barb said with after the POD [00:33:00] conference, and we got into the nitty gritty of the

writing and the editing. 'cause now it's, we've gone to the, we've gone to the conference, we've synthesized these main ideas and then we, when we went to work on our individual pieces and just started writing, just seeing that come together was really cool and something that I had never been a part of before.

So that too was interesting because. We again, had such a diverse group of folks that were a part of their writing group. Seeing all those different perspectives was super valuable. And then I was able to learn a lot as someone new, not just about faculty development, but like I said before, but just about writing and what it takes to be a co-author and what it takes to, put put a piece together to be published and submit that proposal. That whole process was something that I had not been a part of before since like grad school. So it was a good experience to be a part of [00:34:00] the POD group reporters.

Barbara Bird: Anna, I'd love to hear from you your experience with co writing in this kind of conversation through writing.

Anna Santucci: Do you mean for the papers you submitted or in general?

Barbara Bird: No, just in general, your own experience as a professional in any aspect of your career.

Anna Santucci: So I've always, as I shared, I come from a background in theater and performance, so I make meaning in live encounters and I truly value what happens in I'm going to use the word improvisation, right?

In improvisational spaces, when we start a conversation or even have an agenda for a meeting, for a class, there are goals, which is great, right? We gather with purpose. But then we also don't really know where the conversation is going to go. So to me, keeping that open [00:35:00] attitude towards possibilities, staying curious about ourselves, about the field, about each other, is very much how I think about my writing as well.

There's a piece that I've recently co written with two colleagues in the scholarship of teaching and learning that is called what is it about dialogue and how dialogue as a principle informs how we find each other

in teaching and learning spaces and maintain that's specifically about the scholarship of teaching and learning, right?

But that notion of, Making meaning together and not settling on an answer in a writing process is what we were trying to unpack. So we ended up with something that looks quite similar to a script, actually, but it was First of all, the form of writing necessitates that one thing comes after the other, right?

So the final product is sequential in that way. But the way that we [00:36:00] created the script is actually borrowing from snippets of emails, recorded conversations, several things that happen not necessarily in that linear fashion. So that's one interesting piece. And the other is that the enormous gifts that our peer reviewers gave us when they entered the dialogue and the conversation.

Because they literally told us I felt like I was snooping in on a conversation that I wasn't a part of. So we took that, they gifted us this idea of on ramps. So then we put in the text actual on ramps for the reader to join the conversation that our script is having, and we thanked the reviewers explicitly for that.

So bringing them into the, that dialogue as well as inviting the readers at the end to join the conversation. So that, that, that example comes to mind as maybe a way to answer the.

Barbara Bird: That's interesting. That reminds me of in the Writing Center role, there was a Writing Center book. A long time ago that [00:37:00] was written by, I think it was four authors.

And they said by the end, they literally could not determine who wrote what. They, even a sentence level or an idea level, they could not recall because it was so intertwined that it was a group effort.

Anna Santucci: That is so interesting, Barb, because that's a way to co write, right?

Losing track even of the boundary between the self and other. And that's one of the things that we interrogate in that piece, because there was actually a value for us in being able to actually name the voices, right? So it is in script form, because that way we got to preserve, this is the sentence that got spoken by that specific person, while then also co

creating instead the more on ramp parts in which we had a collective authorial voice.

So keeping the tension between both was also part of it.

Lindsay Doukopoulos: Anna as you [00:38:00] are reflecting on what they're sharing what's coming up for

you?

Anna Santucci: Oh, so much. And they already know this, but there's a lot of, feedback loops coming about how to improve the experience next time. 'cause that's what we do, right? We try something out, we pilot it and we learn so much from it. I guess the piece I'll share, I was just thinking about this, is that of course we tried to give this new idea some structure and Lindsay you have we shared with you the document with the description of the call.

Of course. So you can add it to the materials. 'cause you know there's more there if people are interested in how we spelled out the responsibility. How to think about you are filtering others' ideas during the conference space. So there was some guidelines there about how to approach and interact with speakers and presenters and really having a very high level overview rather than specific quotes.

And if and when quotes were required, how to approach that and making sure that the presenters were on board, et cetera.

Some structure was there. Part of that structure was this idea of having one person pulling the [00:39:00] organizational effort, hence the qualifier lead reporter, which was Barb's role. And you can't see Jaylin, but she's going yay, Barb, on the recording right now.

Because it is a lot of work, right? So we wanted to give some structure there so that people could have a way to come together, as in any good community of practice. But then of course, the reporters themselves brought their own framings and structures. So for me as an editor, there were a lot of learnings from the wrangling out of the process.

And then Barb would reach out and go, oh, what about this? And I would go we hadn't really thought about that. So how do you, for example submit something? Is this a one piece or is it actually one piece per core

theme and insight and. Who is really co-authoring on each of them. Is this a multiple submission or one, does it go to the same peer reviewers for all the pieces that were produced or not?

It was very rewarding for me as well to learn in the editorial [00:40:00] role, with that hat. Much as they're describing the author's hats in a very, I guess I would say pop like fashion in a very collaborative way.

Lindsay Doukopoulos: The very kind of informal, conversational type. Yes. Conversations we have here on centering centers been in between there. And I think especially, that framing you gave us at the beginning, nana, that this is not just POD speaks to itself, but rather this is a mouthpiece for sharing out what happens at POD conferences and then the work that we do to higher education to organizations.

That would benefit from, what we do in our profession, but also how this conference is organized. That kind of invitation to get back on the bus. All those on-ramps and that generous really like excitement to be with others. I think there's a lot of really unique things that happen at the event itself that this project is gonna help to articulate in a way that's better than just.

I found my people at POD, [00:41:00] there's something very generative, like that story you shared, Barb, where it's, we didn't care if you were a published author or grad student. We were all working together to move forward. And I think that this publication that you, no pressure, but this first publication you all put together, I think it's gonna bring a lot of excitement and attention to it.

So having a plan for growth would be I think necessary. I think a lot of folks in our. Our network would be interested in participating. Anna, have you thought about how to scale it or what might be next or anything?

Anna Santucci: Two thoughts that, two thoughts that I wanna share. First of all, I wanna give a shout out to, I, I can't name all of them, but everybody in the collective POD community, the scholarship committee, the editorial, the current editorial board.

And I'll name two just because you picked up on that idea of speaking outside of ourselves. I am very much indebted to Laura Cruz. For that insight as to what the publication is trying to do. And I'll also mention Elizabeth [00:42:00] Dickens, who was the editor in chief Odd POD

speaks at the time, my predecessor before I took over and piloted the ship in the last couple of years for POD perspectives.

And the two of them and I are part of a group that is actually writing more about the. Experience of being editors of this type of work, what it means to try and demystify the work and speak outside of ourselves. So we're currently putting together a submission for the International Journal of Academic Development to speak a bit about that.

So I know that might be in the future for our podcast as well. Just, it's one of the little ways in which I hope some of these testimonials are. Speaking to how much, we're all incredibly interconnected, right? We won't say all the names, but it is in the hallways of the conference and hopefully in this experience that we learn so much from each other in very.

Re deep relational ways and we're never alone, right? We're together. We are more than the individual sum of each of [00:43:00] us which was very much part of the principles and the the idea behind this initiative. The other thing that I'll say I can't say any more than we will see 'cause we don't know what the future the budget holds for this year.

It is in the makings as of this moment, thanks to our great core committee and our executive committee who are working real hard on very difficult decisions every year for how to allocate the budget of the POD network. Stay tuned. We'll know very soon. The only other thing I was just looking, whether that's up or on the website or not yet, but from the announcement of the theme of next year's conference, which is writing our futures, I think there's a lot of interest in this idea of how the writing experience synthesizes and shapes.

Our futures. Indeed. I would, I haven't seen that,

Lindsay Doukopoulos: that theme yet, but I assume it's W-R-I-T-E-I-N-G or is it writing as authors write. [00:44:00] Okay. Writing

Anna Santucci: works on both

Lindsay Doukopoulos: levels, but that's perfect

Anna Santucci: for this. The announcement was at the end of the, of last year's conference, as is tradition to, to give a sneak peek of the following conference.

It, I haven't seen it up on the website yet but I do know that it, it obviously aligns quite well with what this initiative is trying to do, which it is not something we had necessarily expected, but I guess we're all feeling it in the air that there's something here about. Community and collaborative writing that is meaningful for many of us in the network.

So looking forward to seeing you at the next conference and maybe to the next group of reporters.

Lindsay Doukopoulos: Is there anything I didn't ask you all or anything else about the experience or the outputs of , this experience?

Barbara Bird: I'll just jump in here real quick to say, I love what Jaylen said, place myself in this field. That's one of the things that this work has done. [00:45:00] I think that is really important for everybody. We want to be welcoming and inclusive of everybody, but it also, there's a value in you taking that and placing yourself in the conversation.

Whether it's a, as a POD reporter or whether it's sitting at your table at a POD conference and having the courage to speak out your perspective when there's a major author sitting next to you I think that placing yourself in the field is really important.

Lindsay Doukopoulos: That is a wonderful invitation.

Anna Santucci: , That really resonates with me, .

Just go back to my own personal experience of what has drawn me to this. Field and to this organization in the first place. It's the tremendous generosity of spirit and looking back I realize how much having received everything that I have received from this community has also. Meant that I really wanna give back.

And that was, it's [00:46:00] behind anything and everything that I do as a professional and in this role as the editor of this publication. The, it's impossible to list them all. As I was saying before, just, to give one pointer if for someone who's relatively new to the POD network, if you look up the spirit of POD award.

You'll find a list of colleagues whose work and expertise and heart and mind, I just consider absolutely invaluable. And all of them are the type of people that will welcome anybody at the next conference with exactly how JA was describing. It doesn't really matter how much you've published or not when you're sitting next to each other and sharing.

I think that deep interconnection of giving and receiving is at the heart of how the organization works. And I hope at the heart of how this call for reporters works,

Lindsay Doukopoulos: jayIn?

JayIn Parker: I really hope that it happens again. I really hope that this is something that can [00:47:00] continue. Just reflecting on me and my experience. For anybody who's wanting to get their foot in the door at POD, make connections, maybe try to put a little feather in their cap or trying to strengthen a skill, which for me was the writing and the co-authoring and that reporting side.

It's a great way, it's a great way to, to get that experience and a great way to attend the conference with that kind of different perspective or with that different lens. And it was very rewarding. So I, all I have to say is I really hope that they offer it again. That power is there, like that initiative and that possibility is there.

I feel like especially when we get all of those heads together really great things can happen.

Lindsay Doukopoulos: Thanks for listening to this episode. Centering centers is a podcast produced by the digital resources and innovation [00:48:00] committee of the pod network. If you would like to get involved, please email us at d r l at pod network dot org.