# MY CONFERENCE PLANNER

<table>
<thead>
<tr>
<th>Time</th>
<th>Title/Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, November 6</strong></td>
<td></td>
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</tr>
<tr>
<td>1:30</td>
<td>Pre-conference Workshop <em>(pre-registration required)</em></td>
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<tr>
<td><strong>Thursday, November 7</strong></td>
<td></td>
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</tr>
<tr>
<td>6:00</td>
<td>Yoga</td>
<td>Anchor</td>
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<tr>
<td>8:30</td>
<td>Pre-conference Workshops <em>(pre-registration required)</em></td>
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</tr>
<tr>
<td>12:00</td>
<td>Lunch-on-your-own</td>
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<tr>
<td>12:00</td>
<td>Graduate &amp; Professional Student Development (GPSD) Networking Event</td>
<td>Riverboat</td>
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<tr>
<td>1:30</td>
<td>75-Minute Interactive &amp; Roundtable Sessions; 35-Minute Research Sessions</td>
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<tr>
<td>3:00</td>
<td>75-Minute Interactive &amp; Roundtable Sessions; 35-Minute Research Sessions</td>
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<tr>
<td>4:30</td>
<td>Introduction to POD for First-Time POD Conference Attendees</td>
<td>Monongahela</td>
</tr>
<tr>
<td>5:30</td>
<td>POD Welcome Reception: hosted by the POD Diversity &amp; Membership Committees</td>
<td>Sponsored by Wiley</td>
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<tr>
<td>6:30</td>
<td>Conference Dinner and President’s Address</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>8:30</td>
<td>Create@POD: A relaxed, informal event highlighting participants’ creative endeavors</td>
<td>Lawrence Welk</td>
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<tr>
<td><strong>Friday, November 8</strong></td>
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<tr>
<td>6:00</td>
<td>Yoga</td>
<td>Anchor</td>
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<tr>
<td>7:00</td>
<td>Conference Breakfast</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>Time</td>
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<tr>
<td>7:30</td>
<td>Birds of a Feather Sessions</td>
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<tr>
<td>9:00</td>
<td>75-Minute Interactive &amp; Roundtable Sessions; 35-Minute Research</td>
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<td>Sessions; Menges Session</td>
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<tr>
<td>9:00</td>
<td>Job Fair</td>
<td>Sternwheeler</td>
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<tr>
<td>10:30</td>
<td>Plenary Session: CRLT Players</td>
<td>7 Into 15</td>
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<tr>
<td></td>
<td></td>
<td>William Penn Ballroom</td>
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<tr>
<td>12:00</td>
<td>Lunch-on-your-own</td>
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<tr>
<td>1:15</td>
<td>POD Membership Meeting</td>
<td>Monongahela</td>
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<tr>
<td>2:15</td>
<td>75-Minute Interactive &amp; Roundtable Sessions; 35-Minute Research</td>
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<td></td>
<td>Sessions</td>
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<tr>
<td>3:45</td>
<td>75-Minute Interactive &amp; Roundtable Sessions; 35-Minute Research</td>
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<td>Sessions</td>
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<tr>
<td>3:45</td>
<td>Poster Sessions</td>
<td>Riverboat</td>
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<tr>
<td>5:15</td>
<td>Resource Fair</td>
<td>Sternwheeler</td>
</tr>
<tr>
<td>7:00</td>
<td>POD Conference Dinner &amp; Awards Banquet</td>
<td>Grand Ballroom</td>
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<tr>
<td>8:30</td>
<td>Dance &amp; Karaoke Party</td>
<td>Urban</td>
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</tbody>
</table>

**Saturday, November 9**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:00</td>
<td>Yoga</td>
<td>Anchor</td>
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<tr>
<td>7:00</td>
<td>Conference Breakfast</td>
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<td></td>
<td>• General: <em>Grand Ballroom A</em></td>
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<td></td>
<td>• GPSD: <em>Greene &amp; Franklin</em></td>
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<td></td>
<td>• International Attendees: <em>Monongahela</em></td>
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<td></td>
<td>• International Institute for New Faculty Developers: <em>Allegheny</em></td>
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<tr>
<td>7:30</td>
<td>Committee Meetings</td>
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<tr>
<td>9:00</td>
<td>75-Minute Interactive &amp; Roundtable Sessions; 35-Minute Research</td>
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<tr>
<td></td>
<td>Sessions</td>
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<tr>
<td>Time</td>
<td>Event Description</td>
<td>Location</td>
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<tr>
<td>10:30</td>
<td>Plenary Speaker: Dr. Adrianna Kezar</td>
<td>William Penn Ballroom</td>
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<td></td>
<td>The Risks and Rewards of Becoming a Campus Change Agent</td>
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<tr>
<td>12:00</td>
<td>Conference Lunch</td>
<td>Grand Ballroom</td>
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<tr>
<td>1:45</td>
<td>75-Minute Interactive &amp; Roundtable Sessions; 35-Minute Research Sessions</td>
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<tr>
<td>3:15</td>
<td>75-Minute Interactive &amp; Roundtable Sessions</td>
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<tr>
<td>4:45</td>
<td>75-Minute Interactive &amp; Roundtable Sessions</td>
<td></td>
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<tr>
<td>6:00</td>
<td>Dinner-on-your-own</td>
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<tr>
<td><strong>Sunday, November 10</strong></td>
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</tr>
<tr>
<td>6:30</td>
<td>Conference Breakfast</td>
<td>Urban</td>
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<tr>
<td>8:30</td>
<td>Anchor Session</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td></td>
<td>Flipping the Mindset: Reframing Fear and Failure as Development Catalyst</td>
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</tbody>
</table>
For all excursions, meet in the lobby near the Concierge Desk 15 minutes before start time. Times indicate taxi, bus, or walk departure and hotel return time.

**E1: Thursday, November 7, 1:00 — 5:00 PM (1:30 tour)**
Tour of Learning Spaces at Carnegie Mellon University

**E2: Friday, November 8, 2:30 — 5:30 PM (3:15 tour)**
Heinz History Museum

**E3: Saturday, November 9, 1:15 — 5:00 PM (2:30 tour)**
University of Pittsburgh Pit Nationality Rooms

**E4: Saturday, November 9, 7:30 – 10:00 PM (8:00 show)**
Pittsburgh Symphony plays Scheherazade

**E5: Saturday, November 9, 7:00 — 10:00 PM (8:00 show)**
Pittsburgh Public Theatre presents True West

**E6: Sunday, November 10, 10:30 AM — 4:00 PM**
Fallingwater tour
Welcome to the 38th Professional & Organizational Development Network in Higher Education (POD) conference!

The conference program is filled with opportunities for you to explore our conference theme, *Freedom to Connect, Freedom to Risk, Freedom to Learn*. Traditional POD conference features include plenary sessions, interactive workshops, roundtable discussions, poster presentations, and topical interest groups. As in the past, we offer you ample opportunity to network through shared meals, expeditions, informal meetings, a Welcome reception, and a resource and job fair. Specific and new conference highlights include the following:

1. The CRLT Players present their plenary session, *7 into 15*, on Friday, November 8, 10:30 AM – 12:00 PM.
2. Dr. Adrianna Kezar delivers her plenary, *The Risks and Rewards of Becoming a Campus Change Agent*, on Saturday, November 9, 10:30 AM – 12:00 PM.
3. *Flipping the Mindset: Reframing Fear and Failure as Development Catalysts* is our Sunday anchor session on Sunday, November 10, 8:30-10:00 AM. It will be facilitated by Traci Stromi (Kennesaw State University), Josie Baudier, (Kennesaw State University) and Diane Boyd (Furman University). A graphic notetaker will record the session simultaneously.
4. Research sessions return to the program this year, to allow for sharing of research results with brief Q&A. Two 35-minute research presentations are paired in each 75-minute research time slot.
5. The third annual Create@POD event will be held Thursday evening from 8:30-10:30 PM. Celebrating POD members’ creative sides, participants will share the products of their creative endeavors in an informal, relaxed environment.
6. Free wireless internet access is available in all guest rooms *and* in all conference spaces—including meeting rooms—for conference attendees. Login information is available at the conference registration desk.
7. The POD Dance and Karaoke Party returns after the Friday night banquet.
8. Early morning yoga sessions for all who are interested will be led by certified yoga instructor and long-time POD member Dorothe Bach.

To help you get the most out of the many opportunities the conference offers, volunteers will be available in a hospitality area throughout the conference to welcome you, answer your questions, and provide suggestions when appropriate.

This conference was developed and is sustained through the work of hundreds of volunteers from the POD Network. Thank you so much for all that you do!

Kathryn Plank, POD President, 2013-14

Victoria Bhavsar, POD Conference Co-chair
Patty Payette, POD Conference Co-chair
Allison Boye, POD Program Co-chair
Jake Glover, POD Program Co-chair
Hoag Holmgren, POD Executive Director
President (2013-2014)  
Kathryn Plank, Director, Center for Teaching and Learning, Otterbein University

Past President  
Michele DiPietro, Executive Director, Center for Excellence in Teaching & Learning, and Associate Professor, Mathematics and Statistics, Kennesaw State University

President Elect  
Leslie Ortquist-Ahrens, Scholar of Teaching and Learning, Center for Transformative Learning, Berea College

Chair of Finance  
Mary Wright (2013-2016)  
Director of Assessment and Associate Research Scientist, Center for Research on Learning and Teaching (CRLT), University of Michigan

Executive Director  
Hoag Holmgren, Professional & Organizational Development Network in Higher Education

Eli Collins-Brown (2011-2014)  
Assistant Professor, Dept. of Medical Education, Western Michigan University School of Medicine

Hugh Crumley (2012-2015)  
Director, Certificate in College Teaching, and Adjunct Assistant Professor of Education, Duke University

Laura Cruz (2013 – 2016)  
Director, Coulter Faculty Commons, Western Carolina University

De Gallow (2012-2015)  
Director, Teaching, Learning & Technology Center, University of California, Irvine

Natasha Haugnes (2013-2016)  
Faculty Developer/New Faculty Advisor, Academy of Art University

Cassandra Horii (2013-2016)  
Director of Teaching & Learning Programs, California Institute of Technology

Chantal Levesque-Bristol (2012-2015)  
Director, Center for Instructional Excellence, and Professor, Educational Studies, Purdue University

Shaun Longstreet (2011-2014)  
Director, Center for Teaching & Learning, Marquette University

Michael Palmer (2013-2016)  
Associate Director and Associate Professor, Teaching Resource Center, University of Virginia

Michael Reder (2013-2016)  
Director, Joy Shechtman Mankoff Faculty Center for Teaching & Learning, Connecticut College

Harriette Richard (2011-2014)  
Chair, Psychology, Johnson C. Smith University

Martin Springborg (2012-2015)  
Faculty, Minnesota State Colleges and Universities

Suzanne Tapp (2011-2014)  
Director, Teaching, Learning, & Professional Development Center, Texas Tech University

Jim Therrell (2011-2014)  
Director, Faculty Center for Innovative Teaching, Central Michigan University
The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development.

The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community.

### Conference Overview

The conference registration desk will be open on the 17th floor at these times, except during plenary addresses:

- **Wednesday**: 10:00 AM - 5:00 PM
- **Thursday**: 8:00 AM - 5:00 PM
- **Friday**: 8:00 AM - 5:00 PM
- **Saturday**: 8:00 AM - 5:00 PM

#### Wednesday, November 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 AM</td>
<td>9:00 AM-5:00 PM POD Core Meeting</td>
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<tr>
<td>1:30 PM</td>
<td>1:30-4:30 PM Pre-Conference Workshop W1 (Part 1)</td>
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#### Thursday, November 7th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 AM</td>
<td>6:00 - 7:00 Yoga</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>8:30-12:00 Pre-Conference Workshops: W1 (Part 2) W2-W9</td>
</tr>
<tr>
<td></td>
<td>9:00-12:00 POD Core Meeting</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>12:00 – 1:00 GPSD Networking Event</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>1:30-2:45 Interactive, Roundtable, &amp; Research Sessions</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>3:00-4:15 Interactive, Roundtable, &amp; Research Roundtable Sessions</td>
</tr>
<tr>
<td>4:30 PM</td>
<td>4:30 – 5:30 Introduction to POD for first-time conference attendees</td>
</tr>
<tr>
<td>5:30 PM</td>
<td>5:30-6:30 POD Welcome Reception, co-hosted by the POD Diversity Committee and POD Membership Committee (cash bar) — Sponsored by Wiley</td>
</tr>
<tr>
<td>9:00 AM-5:00 PM</td>
<td>Vendor Exhibit</td>
</tr>
<tr>
<td>1:30-5:00 PM</td>
<td>Excursion E1: Tour of Learning Spaces at Carnegie Mellon University</td>
</tr>
</tbody>
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**POD Network Mission Statement**

The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development.

The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community.
### Friday, November 8th

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>6:00 AM</td>
<td>6:00-7:00 Yoga</td>
</tr>
<tr>
<td>7:00 AM</td>
<td>7:00-8:45 Conference Breakfast</td>
</tr>
<tr>
<td>7:30 AM</td>
<td>7:30-8:45 POD Birds of a Feather (BOFs)</td>
</tr>
<tr>
<td>8:45 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:00-10:15 Interactive, Roundtable, &amp; Research Sessions; Job Fair</td>
</tr>
<tr>
<td>10:15 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>10:30-12:00 <strong>Plenary Session – CRLT Players</strong></td>
</tr>
<tr>
<td>12:00 PM</td>
<td>12:00-2:00 Lunch-on-Your-Own</td>
</tr>
<tr>
<td>1:15 PM</td>
<td>1:15-2:00 POD Members Meeting</td>
</tr>
<tr>
<td>2:15 PM</td>
<td>2:15-3:30 Interactive, Roundtable, &amp; Research Sessions</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Break</td>
</tr>
<tr>
<td>3:45 PM</td>
<td>3:45-5:00 Interactive, Roundtable, &amp; Research Sessions</td>
</tr>
<tr>
<td>5:15 PM</td>
<td>5:15-6:45 Resource Fair (cash bar)</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>7:00-8:30 POD Awards Banquet</td>
</tr>
<tr>
<td>8:30 PM</td>
<td>Karaoke/ Dancing</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>12:00-6:00 Vendor Exhibit</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Excursion E2: Heinz History Museum</td>
</tr>
<tr>
<td>5:15 PM</td>
<td>Resource Fair (cash bar)</td>
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### Saturday, November 9th

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>6:00 AM</td>
<td>6:00-7:00 Yoga</td>
</tr>
<tr>
<td>7:00 AM</td>
<td>Conference breakfast</td>
</tr>
<tr>
<td>7:30 AM</td>
<td>7:30-8:45 Committee Meetings</td>
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<td></td>
<td>Graduate &amp; Professional Student Developers Breakfast</td>
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<td></td>
<td>International POD Attendees Breakfast</td>
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<tr>
<td></td>
<td>International Institute for New Faculty Developers Breakfast</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:00-10:15 Interactive &amp; Roundtable Sessions</td>
</tr>
<tr>
<td>10:15 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>10:30-12:00 <strong>Plenary Session - Dr. Adrianna Kezar</strong></td>
</tr>
<tr>
<td>12:00 PM</td>
<td>12:00-1:15 Networking Lunch</td>
</tr>
<tr>
<td>1:45 PM</td>
<td>1:45-3:00 Interactive &amp; Roundtable Sessions</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Excursion E3:</td>
</tr>
<tr>
<td>5:45 PM</td>
<td>Vendor Exhibit</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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</tr>
<tr>
<td>3:00 PM</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 PM</td>
<td>3:15-4:30 Interactive &amp; Roundtable Sessions</td>
</tr>
<tr>
<td>4:15 PM</td>
<td>Break</td>
</tr>
<tr>
<td>4:30 PM</td>
<td>4:45-6:00 Interactive &amp; Roundtable Sessions</td>
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<tr>
<td>6:00 PM</td>
<td>Dinner-on-Your-Own</td>
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**Sunday, November 10th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>7:00-8:30 Breakfast</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>8:30-10:00 POD-Sponsored Anchor Session: Flipping the Mindset: Reframing Fear and Failure as Development Catalysts</td>
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<tr>
<td>10:30 AM</td>
<td>10:30 – 4:00</td>
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<td></td>
<td><strong>Excursion E6:</strong> Fallingwater Tour</td>
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</tbody>
</table>
The following information is provided to help conference participants understand and make the most of the rich and varied conference activities available to them.

### Plenary Sessions

The plenary speakers are nationally and internationally renowned experts in higher education and/or educational development. Their broadly scoped talks typically center on the conference theme and invite participants to engage in dialogue during and after sessions. Plenary presenters are selected by the conference team.

### Regular Sessions: Pre-Conference Workshops, 75-Minute Interactive and Roundtable, Research and Poster

Pre-conference workshops emphasize learning-by-doing and provide participants the opportunity to explore topics in depth through a combination of hands-on activities, reflection, and discussion. Most pre-conference workshops are three hours in length. These shorter workshops will take place the morning of Thursday, November 7. Fewer six-hour sessions are offered and are reserved for proposals that provide a clear rationale for needing the longer session. Six-hour workshops will begin the afternoon of Wednesday, November 6 and conclude the morning of Thursday, November 7.

Interactive sessions combine brief presentations or panel discussions with methods that engage all participants. Session leaders are encouraged to incorporate meaningful activities as appropriate, selecting from a variety of methods such as presentation, demonstration, discussion, application, feedback, group and individual work, and role playing.

Roundtable discussions provide an opportunity for various kinds of interactions in a smaller group setting (10-15 people), such as discussion of a concept, approach, program, issue, case study, or reading. This format is ideal for getting to know people who may be facing similar issues to you, exploring new ideas, and sharing practices.

Research sessions have been continued this year to allow for sharing of the growing amount of SoTL research that POD members are undertaking. These sessions are more lecture-oriented in style than interactive or roundtable sessions. They are 35 minutes in length, so two are scheduled into each regular 75-minute slot. Attendees are free to change rooms in between research sessions.

The poster session provides an ideal format for presenting your research, program, or work-in-progress in a context where you can engage in many one-on-one discussions with colleagues.

### Special Sessions: POD-Sponsored and Sunday Anchor

In addition to the standard pre-conference workshops, 75-minute interactive and roundtable and poster sessions, the POD conference includes POD-sponsored sessions as well as an anchor session to close the conference. POD-sponsored sessions are sponsored and submitted by members of various POD committees, then reviewed and vetted by POD’s Core Committee. The anchor session, a session that has particular importance to the conference theme and the POD membership, is chosen by the Conference Committee.
Topic designations were reorganized for POD 2012 to better match recent conference sessions and attendee interaction with electronic versions of the conference program. Presenters assigned one to three topics from the list below to their session, and could add a topic of their own designation if needed.

**Adjunct Professional Development**: Practices, processes, theories, techniques, programs pertaining specifically to adjunct or part-time faculty development.

**Administration**: Budgeting, funding, management, planning, performance appraisal, staff/faculty recruitment and retention, and other issues concerning the administration of a center or other unit.

**Assessment**: Measuring the effectiveness of an aspect of practice and/or outcomes in order to improve (designate other topics to indicate the subject of assessment – e.g., teaching & learning, programs, Faculty PD).

**Diversity**: addressing under-represented or minority populations on campus, in the classroom, in administration.

**Faculty Professional Development**: Practices, processes, theories, techniques, programs pertaining to faculty development.

**Graduate Student Professional Development**: Practices, processes, theories, techniques, programs pertaining specifically to graduate and professional student development.

**Organizational Development**: Practices, processes, theories, or techniques related to the systemic development of institutions and organizations.

**POD Professional Development**: Practices, processes, theories, techniques, programs pertaining to development of those in the professions represented by POD (e.g., Center staff, technologists, etc.).

**Programs**: Organization, implementation, practices, theories, techniques related to programs and services (in centers and other units).

**Research**: Systematic, generalizable investigations into clearly defined questions, employing accepted methods for data collection and analysis (designate other topics to indicate the subject of research – e.g., teaching & learning, programs, Faculty PD).

**Retention**: Practices, processes, theories, techniques related to retaining students and improving graduation rates.

**SoTL**: Practice of, results of, and programs supporting Scholarship of Teaching and Learning.

**Start-up**: Practices, processes, organizational ideas related to establishment and growth of centers, programs, or other projects.

**Sustainability**: incorporating applying principles of environmental and/or programmatic sustainability into educational development work.

**Teaching & Learning**: Practices, processes, theories, techniques related to classroom and other teaching and learning.

**Technology**: Explorations of current and new technologies that can support teaching, program or organizational development.

Presenters may also identify one or two audience(s) or population(s) likely to benefit from or have an interest in the session. Audience selections are indicated below. Presenters could also add an audience designation of their own, if needed. *You will find the affiliated topic(s) and audience(s) at the end of the abstract for each session.*

**Administrators**
**All POD members**
**Community colleges**
**Faculty (conference attendees who are faculty and also part-time developers)**
**Historically Black Colleges and Universities**
**International POD participants**
**Instructional Technologists and technology integration specialists**
**Large colleges and universities**
**New/recent faculty developers (5 years or less)**
**Seasoned faculty developers**
**Small colleges and universities**
POD Birds of a Feather (BOF) Groups

POD Birds of a Feather Groups (formerly known as Topical Interest Groups, or TIGs) are informal discussions, which provide participants the opportunity to explore and engage a topic in more depth. Bringing together newcomers and more experienced educational developers, TIGs promote deeper interaction than can sometimes occur in more traditional conference sessions. Each TIG will have an experienced facilitator and will take place on Friday from 7:30-8:45 AM. The topics—not exhaustive of the expertise represented at the conference—are intended to be timely and have broad appeal across the full range of participants.

Resource Fair

The Resource Fair features tables from college- and university-affiliated programs and from non-profit organizations. This venue provides an opportunity to socialize while displaying and distributing information that showcase your programs, activities, resources, and services. The Resource Fair and accompanying reception will be held on Friday evening from 5:15–6:45 PM.

Materials and services may NOT be offered for sale or promoted for sale during the Resource Fair.

Job Fair

The Job Fair will be held on Friday morning from 9:00–10:15 AM. This session should be considered a networking "meet and greet" opportunity, not a time for formal interviews. Job candidates are likely to have more success if they meet face-to-face with potential employers rather than just dropping off a resume; the time can then be used to learn more about the position and the employing institution. Potential employers can use this time to plan a subsequent interview during the conference.

Vendor Exhibit

The Vendor Exhibit features tables from commercial enterprises, publishers and consultants. The Vendor Exhibit and Vendor Interactive Sessions will be held on Thursday, Friday and Saturday excluding times set aside for the plenary sessions. The Vendor Exhibit and Vendor Interactive Sessions are the only times at the conference when items or services may be promoted or offered for sale.

Vendor Interactive Sessions

In 2009, the POD Core Committee approved the introduction of increased corporate sponsorship to avoid passing escalating conference costs onto POD attendees. In 2012, vendors who sponsor the POD conference at the Bronze Level or higher have the opportunity to present an interactive workshop. Interactive workshops are not commercials; rather, they are intended to reflect the engaged and research-based approach of the POD communities. This year's Vendor Interactive Sessions will be announced soon.

The Vendor Exhibit and Vendor Interactive Sessions are the only times at the conference when items or services may be promoted or offered for sale.
Graduate & Professional Student Developers Breakfast and Networking Lunch

Continuing a POD tradition, the Graduate & Professional Student Developers Breakfast will be held on Saturday morning from 7:30–8:45. This event is designed to facilitate networking among Graduate & Professional Student Developers, and there is a POD committee devoted to these special interests. The breakfast meeting provides time to discuss directions, issues, and activities for the group and for the committee.

A Graduate and Professional Student Development (GPSD) Networking Lunch will be held on Thursday 12:00-1:00 PM. This event provides an opportunity for graduate students and postdoctoral scholars to connect with each other early in the POD Conference. Graduate & Professional Student Developers are also welcome to attend. GPSD subcommittee chairs will be in attendance to provide conference and job market mentorship.

International POD Attendees Breakfast

Recognizing the continued and expanding presence of POD attendees from outside the United States, POD is creating an opportunity for international attendees to come together to meet with colleagues from everywhere (the U.S. included) to share ideas and concerns unique to them. It also provides an opportunity for the discussion of possible joint ventures between colleagues that cross international borders. The International Attendee Breakfast will be held on Saturday morning from 7:30–8:45.

Create@POD

Create@POD, introduced in 2011, returns for its 3rd year. Create@POD is an evening of engaging, hands-on activities designed to showcase and promote creative thinking. In addition to the traditional (and now legendary) digital stories, this year’s event will feature numerous opportunities for attendees to participate in fun and interactive experiences designed to promote creativity and goodwill among the POD Community. All attendees are invited to take part in this exciting—yet relaxed—event, which will include a cash bar.

Morning Yoga Practice

Bring balance to your conference experience with an early morning yoga practice that will stretch you beyond pencils and pixels and bring you from the 21 century into the Here and Now. The practice is open to all levels of experience, including first-timers, and will include physical postures and meditation. Bring a mat and a bottle of water if you like.

A registered yoga teacher since 2008, Dorothe Bach has been a student of yoga for 19 years and teaches in a gentle Hatha Yoga style. Her classes encourage participants to listen deeply to their body’s experience and to cultivate a peaceful, relaxed and open mind.
Robert J. Menges (1939-1997) was and remains an honored scholar whose long years of work and contributions to teaching, learning, and faculty development in higher education can be characterized by his spirit of caring consultation, active participation, and rigorous research.

Bob was a consummate mentor: challenging, guiding, and deeply involved. It was in his nature to share what he knew and to help others find their own wisdom. He practiced active lecturing long before it was popular. In every event in which he engaged, he sought to find clever, intelligent, compelling tasks for people to tackle. He believed in the active life of knowledge. Moreover, Bob knew and respected the practice of social psychology. He loved to create studies out of ideas, and he practiced a wide variety of methodologies and designs.

In memory of our cherished colleague and to encourage and recognize continuation of the fine qualities he embodied, the Core Committee has approved the creation of the **Robert J. Menges Award for Outstanding Research in Educational Development** which will be an enduring part of the annual conference of our organization.

The selection committee identifies award recipients on the basis of sound and rigorous research in an area appropriate to the POD mission. The award recipients for this year are presenting their research in the following sessions. This year, the following session has been selected to receive this award:

**Why Students Avoid Risking Engagement with Innovative Instructional Methods**
*Donna Ellis, University of Waterloo*

**Friday, November 8, 9:00 AM – 10:15 AM, Conference A**

Faculty members are often encouraged to adopt learning-centered instructional methods. However, not all students willingly engage with such innovative methods, preferring to avoid the risk and uncertainty that come with a new learning situation. What factors can discourage their engagement? In this session, we will discuss findings from exploratory case study research that sought to uncover students’ barriers to change. A comprehensive barrier framework will be shared, and participants will consider its potential utility for future research and for assisting faculty members who are faced with student resistance to change.

**2013 Committee:**
De Gallow, *University of California Irvine (Chair)*; Elizabeth Evans, *Concordia University Wisconsin*; Dan Richard, *University of North Florida*
POD 2013 Donald H. Wulff Diversity Travel Fellowships & Internship Recipients

The POD Network, upon recommendation of the Diversity Committee, awarded travel grants to the following people:

- Charla Haynes and Frank Tuit, University of Denver
- Deborah Gin, Azusa Pacific University
- Leslie Lopez, University of Hawaii-Manoa
- Isis Artze-Vega, Florida International University
- Mervin Chisholm, University of West Indies
- Eddie Cole, The College of William and Mary
- Patricia Elam, Simmons College
- Mahauganee Shaw, Miami University
- Maxine Sturdivant, Wallace Community College
- Jasmine Wiggins, Prairie View A&M University

The POD Network, upon recommendation of the Diversity Committee, has awarded the 2013 Faculty/TA Instructional Development Internship Grant to:

- The Georgia Institute of Technology

Information about these grants can be found at [www.podnetwork.org/grants_awards.htm](http://www.podnetwork.org/grants_awards.htm).

2013 Committee:
Marie Therese- Sulit, Mount Saint Mary College (Chair); Sandra Sgoutas-Emch, University of San Diego, (Vice Chair); Lori Schroeder, Metropolitan State University (Past Chair); Dakin Burdick, Endicott College; Lindsay Bernhagen, The Ohio State University; Donald Collins, Prairie View A&M University; Pamela Bowen, Michigan State University; Suzanne Weinstein, Pennsylvania State University

POD 2013 Innovation Awards

Originally called the Bright Idea Award, the POD Innovation Award seeks to recognize the original, innovative ideas of new and experienced faculty developers that improve teaching and learning, help to enhance the effectiveness of higher education faculty, and contributed to the field of faculty development. From a highly competitive pool of proposals, the selection committee recognizes up to seven finalists who present their innovative ideas in a special poster session during the Resource Fair on Friday. Each finalist is recognized at the banquet and the winner of the award is announced.

2013 Committee:
Eli Collins-Brown, Western Michigan University School of Medicine (Chair); Barbara Millis, University of Texas – San Antonio; Marie Norman, iCarnegie Global Learning; Michele DiPietro, Kennesaw State University; Leslie Ortquist-Ahrens, Berea College.
The following program guide lists information about plenary sessions, concurrent sessions, and other conference highlights, including entertainment, meals, and other special events.

**Wednesday At-a-Glance**

9:00 AM-5:00 PM  
POD Core Committee (Board of Directors) Meeting

10:00 AM-5:00 PM  
Conference Registration & Welcome

1:00 PM-4:30 PM  
Pre-Conference Workshop (W1, Part 1)

**Lawrence Welk**  
9:00 AM-5:00 PM  
POD Core Committee (Board of Directors) Meeting

**17th Floor**  
10:00 AM-5:00 PM  
Conference Registration & Welcome

**Pre-conference Workshop, Wednesday, 1:00-4:30 PM**

**Frick**  
1:30 PM – 4:30 PM

**Part 1: Getting Started: Workshop for New Faculty Developers**

*Therese Huston, Seattle University; Kevin Barry, University of Notre Dame; Jonathan Iuzzini, Monroe Community College; Teresa Johnson, The Ohio State University; Deandra Little, Elon University*

Faculty development can be one of the most rewarding careers in academia but, for most of us, requires the development of new skills and broader perspectives. As we process several core concepts and examples from different types of institutions, participants will engage in discussions, role-plays, and breakout groups to better understand what faculty developers do and how we do it. We’ll practice skill-building and you’ll learn how to say "yes" to the right things. This workshop provides an opportunity for each participant to leave the session with an individual action plan and a support network to help you achieve his/her goals.

Topics: Faculty Professional Development, POD Professional Development.

Audience: New/recent faculty developers (5 years or less)
THURSDAY AT-A-GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>6:00 AM – 7:00 AM</td>
<td>Yoga</td>
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<tr>
<td>8:00 AM – 5:00 PM</td>
<td>Conference Registration and Welcome</td>
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<tr>
<td>8:30 AM – 12:00 PM</td>
<td>Pre-Conference Workshops (W1, Part 2; W2 – W9)</td>
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<tr>
<td>8:30 AM – 12:00 PM</td>
<td>Teaching with Technology Special Interest Group (SIG) Meeting</td>
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<tr>
<td>9:00 AM – 12:00 PM</td>
<td>POD Core Committee (Board of Directors) Meeting</td>
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<tr>
<td>9:00 AM – 5:00 PM</td>
<td>Vendor Exhibit Open</td>
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<tr>
<td>12:00 PM – 1:30 PM</td>
<td>Lunch on your own</td>
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<td>12:00 PM – 1:00 PM</td>
<td>Graduate and Professional Student Development Networking Lunch</td>
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<tr>
<td>1:30 PM – 2:45 PM</td>
<td>75-Minute Interactive Sessions, Roundtables, and 35-Minute Research Sessions</td>
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<tr>
<td>1:30 PM – 5:00 PM</td>
<td>Excursion E1: Tour of Learning Spaces at Carnegie Mellon University</td>
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<tr>
<td>3:00 PM – 4:15 PM</td>
<td>75-Minute Interactive Sessions, Roundtables, and 35-Minute Research Sessions</td>
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<tr>
<td>4:15 PM – 4:30 PM</td>
<td>Break</td>
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<tr>
<td>4:30 PM – 5:30 PM</td>
<td>Welcome for 1st-Time POD Attendees</td>
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<tr>
<td>5:30 PM – 6:30 PM</td>
<td>POD Welcome Reception, co-hosted by the POD Diversity and Membership</td>
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<td>Committees (cash bar), sponsored by Wiley</td>
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<tr>
<td>6:30 PM – 8:00 PM</td>
<td>Conference Dinner: Welcome and President’s Address</td>
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<tr>
<td>8:30 PM – 10:00 PM</td>
<td>Create@POD (cash bar)</td>
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**Morning Yoga Practice with Dorothee Bach**

6:00 AM-7:00 AM

**Conference Registration & Welcome**

8:00 AM-5:00 PM

**POD Core Committee (Board of Directors) Meeting**

9:00 AM-12:00 PM

**Teaching with Technology Special Interest Group (SIG) Meeting**

Chris Clark, University of Notre Dame

In August, POD approved creation of a Special Interest Group on Teaching with Technology. This is the SIG’s initial meeting to lay out plans, elect officers, and conduct other business. A more informal meeting is planned for Friday morning during the Birds of a Feather discussions as well.

**Vendor Exhibit Open**

9:00 AM-5:00 PM

**Graduate and Professional Student Development Networking Lunch**

Kathryn Linder, Suffolk University & Stephanie Rohdieck, The Ohio State University

12:00PM - 1:00PM

**Excursion E1: Tour of Learning Spaces at Carnegie Mellon University**

Meet in lobby at 12:45 PM for 1:30 PM Tour (Bus leaves at 1:00 PM)
Pre-Conference Workshops, 8:30 AM – 12:00 PM

**Frick**
8:30 AM – 12:00 PM

**POD-Sponsored Session**

**Part 2: Getting Started: Workshop for New Faculty Developers**
*Therese Huston, Seattle University; Kevin Barry, University of Notre Dame; Jonathan Iuzzini, Monroe Community College; Teresa Johnson, The Ohio State University; Deandra Little, Elon University*

Session continued from Wednesday.

**Conference A**
8:30 AM - 12:00 PM

**Coaching Faculty to Document Teaching Excellence: Observations, Focus Groups, Portfolios**
*Barbara Millis, University of Texas, San Antonio*

Faculty will often approach faculty developers for help in preparing promotion and tenure packets and in documenting teaching excellence for teaching awards. At a large research university with a number of state and local teaching awards, the director of the teaching and learning center coaches faculty to document their teaching excellence through detailed classroom observations; structured, interactive focus groups and a shorter variation called a Quick Course Diagnosis; and professional portfolios. Ten Ph.D candidates who work with the center have been trained to support these efforts. This workshop will directly involve participants in the three coaching activities.

Topics: Assessment, Graduate Student Professional
Audience: Open to all POD members

**Conference B**
8:30 AM - 12:00 PM

**External Program Reviews and Reviewers: A Comprehensive Planning Workshop**
*Andrea Beach, Western Michigan University; Deborah Dezure, Michigan State University; Alan Kalish, The Ohio State University*

This interactive workshop will guide participants through strategic decisions for planning external reviews of their faculty development programs AND prepare them to be effective reviewers. Topics include deciding the scope of the review and creating a clear “charge” for the reviewers, preparing a self-study, enlisting senior administrators, identifying reviewers, considering the costs/benefits of different site visit approaches and logistics, what to expect from an external review report, and the reports role in future planning. Reviewer characteristics, competencies, and strategic questions will also be discussed. Participants will leave with a template for a comprehensive plan to guide their external review efforts.

Topics: Administration, Assessment
Audience: Administrators
The Peak Performing Professor: Practical Guide to Productivity and Happiness
Susan Robison, Professor Destressor

In spite of the popularity of Robert Boice’s faculty research on how smart work habits lead to greater success and the recent research explosion on goal attainment and positive psychology that reinforces that conclusion, many faculty are still unaware that the hardworking culture of the Academy promotes patterns that may actually prevent professors from achieving their work and life goals. In this practical, interactive workshop, you will learn the four key practices of the most successful and engaged academics. Help yourself and your faculty apply these practices to producing good work while achieving life balance.

Topics: Faculty Professional Development, Graduate Student Professional
Audience: Open to all POD members

Disarming Faculty Resistance to Major Change and Increasing Our Effectiveness
Craig Nelson, Indiana University

Faculty use an array of excuses to resist making major changes. We will consider ways to modify our workshops and interactions to more intentionally help them transcend their resistances. To do so, we will mutually construct and prioritize lists of reasons that faculty give for not changing and of the additional unstated reasons that we infer. We will then examine alternative approaches for disarming the resistance. Tools we might apply include Conceptual Change Theory, Gestalt Switching, Dysfunctional Illusions of Rigor, Fostering Grieving, Learning Theory, and Sunk costs. This list should be expanded considerably by our joint efforts.

Topics: Faculty Professional Development, SoTL
Audience: Open to all POD members

Connecting Reflection and Growth: Engaging Faculty Stories
Linda Shadiow, Northern Arizona University

The literature on faculty growth and development includes the distinction between exploring what we do in classrooms and who we are in that doing (Schön, 1987; Palmer, 2007; Dall’Alba & Sandberg, 2006). How can we come to a critical reflection that ties these two elements together? By identifying key stories about our teaching and learning experiences, by systematically examining why these are the stories we remember, and by analyzing key elements in the stories, they can become a means to connect personal reflection and professional growth. The resulting analysis can assist faculty in entering new stages in their teaching.

Topics: POD Professional Development, Teaching & Learning
Audience: Open to all POD members
A Practice of Freedom: Engaging Faculty in Inclusive Excellence
Chayla Haynes and Frank Tuitt, University of Denver

In accordance with this year’s POD Conference theme--Freedom to Connect. Freedom to Risk. Freedom to Learn.-- this interactive pre-conference workshop aims to both expose faculty to teaching practices that promote inequitable educational outcomes among college students based on race and equip faculty with the skills to implement behaviors (i.e., specific course design formats and pedagogical choices) in their classrooms that link inclusion to teacher excellence (Freire, 1993). Participants are encouraged to come to workshop ready to engage in the type of discussion and group activity that fosters deep learning, reflexivity, and the co-construction of knowledge.

Topics: Diversity, Faculty Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)

How’s it Going? Reflecting on our Work
Margaret Cohen, University of Missouri - St. Louis; James Groccia, Auburn University; Mathew W. Ouellett, Wayne State University; Susan Shadle, Boise State University; Laurel Willingham-McLain, Duquesne University

Congratulations - you’re doing faculty development! What are the opportunities, challenges, and risks before you: ...Reaching all faculty? Budget reallocation? Workload? Prioritizing or expanding programs and services? New or unexpected requests from the Provost? "How’s it Going?" offers early and mid-career faculty developers an opportunity to consult with veteran mentors - either holistically or by focusing on a specific issue. Participants learn strategies for reflective practice and develop networks to sustain the learning processes and connections initiated in this workshop. Following guidelines distributed in advance, participants prepare a statement describing their center, its work, and identifying a focus for discussion.

Topics: Organizational Development, POD Professional Development
Audience: New/recent faculty developers (5 years or less)

Risky Business: Strategic Planning and Your Center
Kimberly Kenyon, Amy Godert, Theresa Pettit, and Rob Vanderlan, Cornell University

Centers create strategic plans to guide their programming. However, Centers are routinely asked to expand their programs far beyond their mission, goals, and scope—often in response to funding prospects or administrations’ interests (Di Challis, 2009, Taylor, 2005). This “creeping” can stretch Centers so thin that they can no longer effectively meet the needs of their stakeholders. Centers must balance opportunities to grow and evolve with limited resources, so the question becomes, “Should we or shouldn’t we?” In this workshop, participants from new and established Centers will engage in defining their mission, vision, and strategic plan and evaluating opportunities.

Topics: Administration, Faculty Professional Development
Audience: Open to all POD members
### Measuring the Promise in Learner-Centered Syllabi

*Michael Palmer, Laura Alexander, Dorothee Bach, and Adriana Streifer, University of Virginia*

Multi-day course design institutes (CDIs) are a popular intensive workshop format for faculty developers across institutional types and contexts. But how well do these interventions work? In this session, we will share a multi-faceted approach to gauge the effect participation in our week-long CDI has on teacher beliefs, the design and learner-centeredness of syllabi, and classroom practices. Session participants will learn about the study design and preliminary results, and will apply a syllabus assessment tool we’ve developed. Participants will discuss the tool’s effectiveness in measuring what Ken Bain calls a syllabus’ “promise” and its utility for assessing course design efforts at their own campus.

**Topics:** Assessment, Faculty Professional Development  
**Audience:** Open to all POD members

### Crossing Oceans: International Collaborations in Instructional Development

*Karen Freisem, University of Washington; Virginia Gonzales, University of Washington; Rakel-Kavena Shalyefu, University of Namibia*

This roundtable provides the opportunity for participants to engage in a discussion focused on international partnerships in instructional development. The roundtable will begin with participants sharing their experience with such partnerships. Facilitators will then raise questions for discussion: What are possible models for such collaborations? What are potential challenges of working across cultural boundaries and educational systems? What resources can support our work? What are lessons learned? How might we measure success of such partnerships and create structures to make them sustainable?

**Topics:** Faculty Professional Development, Programs  
**Audience:** International POD participants

### Effective Faculty Practices: Student-Centered Pedagogy and Learning Outcomes

*Laura Palucki Blake, UCLA*

Student-centered pedagogy is promoted as an effective teaching practice, yet we know little about how widely students experience it in undergraduate education or how it is related to student learning outcomes such as critical thinking, written and oral communication, and intercultural competence. Results from the HERI Faculty Survey will explore what types of student-centered pedagogy students are exposed to and the extent to which they relate to student learning outcomes. Participants will discuss best practices for and share examples of implementing student centered pedagogy. Increased understanding of the relationship between student-centered pedagogy and student learning outcomes helps us to understand more about student learning and teaching practices.

**Topics:** Assessment, Research  
**Audience:** Open to all POD members
Empowering Faculty to Promote Students' Higher Order Thinking
Vanise Collins and Kun Huang, University of North Texas Health Science Center

This session will describe an initiative to improve and evaluate faculty knowledge and practice in implementing instructional strategies, assessment methods, and technologies that promote students’ higher order thinking. We developed an online survey that tracks faculty knowledge, confidence and frequency in employing strategies that facilitate higher order thinking. The session will focus on three years of findings from the survey as well as impact on students’ higher order thinking. Implications for faculty development will be highlighted.

Topics: Assessment, Faculty Professional Development
Audience: Open to all POD members

How to Find, Start, or Transition into a Job in Faculty Development
Danielle Fontaine, Suffolk University; Wren Mills, Western Kentucky University; Stephanie Rohdieck, The Ohio State University; Lindsay Bernhangen, The Ohio State University

In this interactive session, panelists representing different institutions and stages of their careers will offer mentorship to those interested in careers in faculty development, including graduate students who want to begin in this field, faculty who are looking to transition into faculty development, and faculty developers who want to transition into different positions within the field. Panelists will share strategies for job market success, lead a discussion on the similarities and differences between faculty and teaching center job searches, offer insight from the hiring committee perspective, and help participants brainstorm some skills necessary for a smooth transition.

Topics: Faculty Development, Graduate Student Professional Development
Audience: New/Recent Faculty Developers (5 years or less); Graduate Students

ePublishing: Emerging Scholarship and the Changing Role of CTLs
Laura Cruz, Andrew Adams, and Robert Crow, Western Carolina University

Centers for Excellence in Teaching and Learning (CTLs) have largely supported the development of professional expertise in teaching and learning. Recently the scope of many CTLs has expanded to include organizational and cultural change. Integrated Centers are uniquely positioned to include support for opportunities supporting electronic scholarship. In this session, participants explore the potential role CTLs could play in “the freedom to connect” scholarship and technology, particularly in the form of e-Publications, as well as “the freedom to risk” in a climate of changing institutional culture faced with shifting scholarship models.

Topics: Faculty Professional Development, Organizational Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)
### Conference C
1:30 PM - 2:45 PM

**Utilizing FLC’s for Professional Development of Part-Time Faculty**  
*Roy Fuller and Marie Kendall Brown, University of Louisville*

Faculty Learning Communities (FLCs) have been demonstrated to foster faculty engagement and build communities of practice. This session will share one approach to professional development for part-time faculty members, the Part-time FLC (PT-FLC). PT-FLC’s seek to address the unique needs of part-time faculty, a growing segment of higher education faculty nationwide. Presenters will share their experiences facilitating two PT-FLC cohort groups, identify the benefits and challenges of using FLCs with part-time faculty, and highlight specific strategies they have developed over time to build, sustain, and nurture these communities.

**Topic:** Adjunct Professional Development  
**Audience:** New/recent faculty developers (5 years or less)

### Frick
1:30 PM - 2:45 PM

**The Scholarly Writing Continuum: A Flexible Program Model for Centers**  
*Brian Baldi and Mary Deane Sorcinelli, University of Massachusetts, Amherst*

Faculty roles and rewards are changing profoundly, leading to greater pressure on faculty at every institutional type to publish scholarly work. In response, some teaching centers have created scholarly writing programs. What is absent from literature and practice is a framework for scholarly writing programs that supports the writing-specific needs of a diverse faculty. This session will describe the design, implementation, and assessment of an innovative continuum of scholarly writing programs that offers a range of flexible and cost-effective opportunities to help faculty as writers and provide teaching centers with a structure for supporting faculty as scholars and teachers.

**Topics:** Faculty Professional Development, Programs  
**Audience:** Large colleges and universities

### Greene & Franklin
1:30 PM - 2:45 PM

35-Minute Research Session A

**Participation in Faculty Development Activities and Impact on Teaching**  
*Derek Bruff, Vanderbilt University*

Seeking a more in-depth understanding of the complex relationship between the Center for Teaching and its clients, the Center recently analyzed 25 years of participation data from faculty at two different career stages: pre-tenured Assistant Professors and tenured Associate Professors. Going a step further, the Center conducted interviews with individuals at each stage and captured how each described the impact participation has had on their teaching approaches, beliefs, and practices. Participants will explore the quantitative and qualitative data and then discuss implications of these findings for their own faculty development programs and for ongoing research on faculty development.

**Topics:** Assessment, Faculty Professional Development, Research  
**Audience:** Open to all POD members
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>1:30 PM -</td>
<td>Graduate Students’ Perspectives of College Teaching</td>
<td>Although Teaching Assistants (TAs) may possess content knowledge in their discipline, they may not have the pedagogical and pedagogical content knowledge required to effectively lead instruction. To increase the self-efficacy of TAs to implement pedagogical and pedagogical content knowledge, a series of teaching-focused professional development workshops was developed. Self-report surveys completed by TAs following the workshops asked them to indicate how their self-efficacy related to the implementation of pedagogical and pedagogical content knowledge objectives was impacted by the workshop series. Attendees reported increased levels of self-efficacy in their ability to implement pedagogical and pedagogical content knowledge after the workshops.</td>
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<td>2:45 PM</td>
<td>Workshop Series B</td>
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<tr>
<td>1:30 PM -</td>
<td>Holistic Faculty Development: Expanding Your Horizons</td>
<td>Recent scholarship has encouraged the expansion of faculty development work into all areas of faculty life and also into organizational development. But moving beyond teaching and learning programming can be daunting and sustaining diverse initiative challenging. In this roundtable discussion, we will explore the risks, considerations, steps, and opportunities involved in developing and maintaining holistic faculty development programs. Participants will use a planning strategy to explore enlarging mission boundaries, consider key components, and identify concrete steps to offering holistic services. See how expanding your faculty development mission can help align your program more closely with institutional goals.</td>
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<td>2:45 PM</td>
<td>Roundtable</td>
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<td>1:30 PM -</td>
<td>Interdisciplinary Teaching Collaborations: Creating</td>
<td>Recognizing the value of interdisciplinary research collaborations, a number of universities have designed building spaces to serve as hubs that foster interaction and connection among faculty in related fields. This session explores how teaching centers can serve as similar hubs, creating the freedom for faculty members across campus to connect and forge teaching partnerships. Participants will discuss how to design faculty programming that opens up possibilities for interdisciplinary connections, and supports those points of contact. Presenters will also address ways of supporting faculty members facing the challenges inherent in interdisciplinary course design, from methodology to student recruitment to administrative hurdles.</td>
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<td>2:45 PM</td>
<td>Space and Facilitating Connection</td>
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**Audience**
- Large colleges and universities
- New/recent faculty developers (5 years or less)
- Open to all POD members
Thursday, November 7

**Community-Building Pedagogical Approaches and its Impact on Student Learning**  
*Tania Fera-VanGent, Niagara College*

Often classrooms focus on covering content than engaging students in a learning environment with integrated course design. Creating a community focuses on the learners, and allows for freedom of expression to flourish and risks to be welcomed. The concept of safety looms and learners are empowered in a community of comfort. In this interactive session, we will share strategies we have explored to build a community where learning is central because the environment, both face-to-face and online, welcomes it. A student panel of those who have experienced “community” in the classroom were interviewed, and their reflections are shared through a video presentation.

Topics: Faculty Professional Development, Retention  
Audience: Community colleges

**Discovering Perspectives and Approaches to Effective Consultation**  
*Beth White Bigler and David Schumann, University of Tennessee*

Individual consultation is an important part of what we do as Faculty Developers, but few process models exist in the teaching and learning literature. In this round-table discussion, participants will share with each other models for consultation they employ in their centers. The purpose of this session is to both share process models and difficult issues related to consultation. The identified models and main points from this session will be shared with the POD membership through WikiPODia.

Topics: Assessment, Faculty Professional Development  
Audience: Seasoned faculty developers

**Public Display of Reflection: Stepping Stones of Women in Leadership**  
*Megan Palmer, Indiana University-Purdue University Indianapolis; Mary Dankoski, Indiana University; Krista Hoffmann-Longtin, Indiana University*

Women now make up half of all college and university students, yet few hold leadership positions in the academy. The Stepping Stones of Women in Leadership program involves an interview with a senior woman leader conducted in the presence of an audience. The format is designed to stimulate reflection and enable faculty, staff, and students to learn about professional development through hearing the career journeys of successful women. Session participants will experience an interview with an Elder POD member, reflect on their own career journey, review program outcome data, and receive tools to adapt this program for their campus.

Audience: Open to all POD members
Preparing Future Professors: A Cross-Institution Mentoring Program
Amy Strage, San Jose State University; Jennifer Summit, Stanford University

We share results from a year-long cross-institution “Preparing Future Professor” pilot program addressing three critical needs on contemporary higher education campuses: First, it provides experiences for graduate students as they prepare to embark on academic careers at institutions dissimilar from their own. Second, it provides growth and renewal experiences for mid-career faculty. And third, it creates opportunities for informative cross-sector conversations about the higher education landscape. We will describe the considerations that drew our two institutions to co-create this program and then share and discuss materials developed for participants.

Topics: Faculty Professional Development, Graduate Student Professional Development
Audience: Open to all POD members

Taking the Plunge: Designing Effective Learning Spaces Through Campus Conversation
Kimberly Eby, George Mason University; Jean Florman, University of Iowa

As professional developers, we work with faculty members to maximize the learning that happens within their classroom space. Designing and building new learning spaces can be risky. They can be expensive, take general assignment classrooms offline, and even require new pedagogies that faculty sometimes resist. Nevertheless, the rewards can be fruitful. We expect that participants will gain a stronger understanding of the benefits of how interdisciplinary collaborative teams can influence institutional planning that positively impacts student learning, in addition to examples of faculty development programming and resource development.

Topics: Organizational Development, Programs
Audience: Open to all POD members

Liberating Insight by Walking in Other People’s Shoes
Gail Rathbun, Rebecca Jensen, and Jane Leatherman, Indiana University Purdue University Fort Wayne

The researchers framed this program evaluation project as an investigation of the influences on teaching practices of teaching center program participants and non-participants. Changes in teaching practices and the motivations for these changes of fifteen randomly chosen faculty were studied. Session participants will develop and analyze brief case studies using abbreviated data sets and three of the methods that were used in the study. Through hands on analysis of data, session participants will enhance their ability to evaluate the conclusions drawn by the researchers and become familiar with useful analytical frameworks that they can use in their own research.

Topics: Assessment, Research
Audience: Administrators
**From Satisfaction to Impact: Assessing Faculty Learning and Development**  
*Cara Meixner and Megan Rodgers, James Madison University*

Faculty development centers are interested in the short and long-term impact of their initiatives on faculty development. In an effort to gauge this impact, centers commonly employ satisfaction surveys. While faculty satisfaction is important, a recent call in the faculty development literature recommends more rigorous assessment. In this interactive session, we will explore levels of assessment using Kirkpatrick & Kirkpatrick’s (2006) evaluation model. We will also share an example of rigorous assessment applied to a week-long course redesign program. A discussion of the process, logistics, and impact that assessment has had on our faculty development center will follow.

**Topics:** Assessment, Faculty Professional Development  
**Audience:** Open to all POD members

**Reflecting in Writing: A Critical Practice for Future Faculty**  
*Erin Rentschler, Duquesne University; Amy Criniti Phillips, Wheeling Jesuit University*

Duquesne University’s Center for Teaching Excellence offers a variety of programming to help graduate student instructors excel in their current teaching roles and prepare for the academic job market. At the heart of this programming lies a focus on self-reflection as a practice that embraces the complex realities of college teaching by acknowledging both the risks and the rewards of examining and assessing one’s teaching practices as well as by highlighting the value of collaboration and community alongside self-development. Presenters will share insights and provide examples, facilitate discussion and brainstorming, and provide resources for incorporating self-reflection into future faculty preparation.

**Topic:** Graduate Student Professional  
**Audience:** New/recent faculty developers (5 years or less), Graduate and Professional Student Developers

**Starting and Sustaining Faculty Development Programs at Small Colleges: Theory and Practice (Part 1)**  
*Sal Meyers, Simpson College; David Boose, Gonzaga University; Linda Beane-Katner, St. Norbert College*

In this interactive, extended session designed specifically for people in the process of starting or building a small college faculty development program or center, we examine the challenges and advantages of supporting teaching and learning at a small college or university. During the first part of the session we discuss the challenges and opportunities of faculty development at small colleges and share a theoretical framework for small college faculty development. During the second part of the session, we discuss specific ideas for programming. We then help participants analyze their own institutional settings and begin sketching a plan for their program that is tailored for their distinct circumstances. Participants will leave having designed a short action plan containing concrete steps that will guide their work when they return to their home institution and a sense of what additional sessions they may want to attend during their remaining time at the conference. Handouts include information tailored specifically for small college faculty development programs.

**Topic:** Start-Up
Starting and Sustaining Faculty Development Programs at Small Colleges: Theory and Practice (Part 2)

Sal Meyers, Simpson College; David Boose, Gonzaga University; Linda Beane-Katner, St. Norbert College

Session continues from 1:30 – 2:45 time slot

Understanding and Supporting the Needs of Post-Tenure Faculty

Jung Yun and Mary Deane Sorcinelli, University of Massachusetts Amherst

This session will focus on faculty-driven methods of identifying and responding to the needs of post-tenure faculty. The session leaders will discuss their use of focus groups and surveys to contextualize the challenges faced by their institution’s post-tenure faculty in relationship to recent literature. They will also describe two learning communities for women (one for associate professors and the other for full professors), which were designed to support the participants’ career stage-specific goals. Session attendees will have an opportunity to discuss how to engage faculty in the design and development of post-tenure programs to serve this population’s unique needs.

Topics: Faculty Professional Development, Programs
Audience: New/recent faculty developers (5 years or less)

Does An Institutional Learning Covenant = A Commitment to Learning Excellence?

Lynn Eaton, The University of Mary Hardin-Baylor

When a small Christian university reflects on what it means to be a “teaching institution,” they adopt a Learning Covenant so students know what to expect during their college tenure, and faculty and administrators understand their role in the process. The Learning Covenant focuses on three areas (Phases): (1) a common vision for learning, (2) student, faculty and administrator responsibility, and (3) learner-centered teaching. This session will discuss Phases I and II of this institutional transformation, with lessons learned from them, and ideas about how to develop and implement Phase III (learner-centered teaching).

Topics: Organizational Development, Teaching & Learning
Audience: Faculty (conference attendees who are faculty and also part-time developers)

Responsive and Responsible: Levels of Faculty Encouragement of Civic Engagement

Eddie Cole, The College of William & Mary, and Elijah Howe, Indiana University

This session explores faculty members’ perceptions of institutional emphasis on conflict resolution skills and examines how often they encourage students to engage with local, state, national, and global issues. Using data from the 2013 administration of the Faculty Survey of Student Engagement (FSSE), this session engages attendees in discussion about which faculty, course, and institutional characteristics are likely to encourage student participation in civic engagement activities. Presenters will also facilitate a discussion among participants about learning from
these faculty results, ideas for future research in this area, and implications for faculty developers and teaching practices.

Topics: Assessment, Research
Audience: Faculty (conference attendees who are faculty and also part-time developers)

Carnegie III
3:00 PM - 4:15 PM
35-Minute Research Session B

**Using a SoTL Model to Award Faculty Who Innovate**
Laurel Willingham-McLain, Duquesne University

The Creative Teaching Award was established in 1992 to motivate faculty to take teaching risks and document related student learning. Using a SoTL model, faculty identify a learning gap, articulate learning goals, describe innovative teaching, benchmark its uniqueness, and present learning evidence. Through questionnaires, this study examined the award’s impact on the faculty of a mid-sized university as perceived by both recipients and campus leaders. Recipients reported positive influence of the award on their teaching confidence and practices, engagement in SOTL, career success, and teaching-related leadership. We will discuss the potential and limitations of teaching awards to foster creativity and learning.

Topics: Assessment, SoTL
Audience: Open to all POD members

Conference A
3:00 PM - 4:15 PM

**Preparing Future Faculty to Be Effective Research Mentors**
Sabrina Soracco, University of California, Berkeley; Linda von Hoene, UC Berkeley

Preparing future faculty programs have focused primarily on preparing graduate students for teaching. Other faculty responsibilities such as research mentoring have received less attention. While graduate students are increasingly mentoring undergraduates in research, structured preparation for this aspect of faculty life has been limited. This workshop invites participants to push the boundaries of preparing future faculty programs to include research mentoring skills. After a short presentation on a program developed at the University of California, Berkeley, participants will collaboratively identify skills needed in research mentoring and sketch out a plan appropriate to their campuses to assist graduate students in developing these important skills.

Topics: Graduate Student Professional, Teaching & Learning
Audience: Open to all POD members

Conference B
3:00 PM - 4:15 PM

**Flipping SoTL: Using Technology to Break Boundaries**
Jeffrey Smith, Otterbein University

Heavy teaching loads, role complexity, and the natural consequence - a lack of time - create barriers to scholarly productivity. To offset the competition for attention and resources, the Scholarship of Teaching & Learning Fellows at X developed a hybrid model for professional development. Using technologies such as VoiceThread, faculty are sharing videos and materials that describe their SoTL research progress, building asynchronous-yet-streamed [real] conversations regarding each project. This session will present preliminary findings on the use of online experiences to promote SoTL and challenge participants to extend this new model as a means of balancing academic life.

Topics: Faculty Professional Development, Technology
Audience: New/recent faculty developers (5 years or less)
Standing at the Intersection of Teaching, Technology, and Liberal Education  
Julie Sievers, St. Edward’s University  

Liberal arts institutions – like most universities - are increasingly looking to educational technology to innovate instruction, lower costs, stay competitive in a changing marketplace, and offer students skills for a 21st-century world. As a result, teaching center directors at liberal arts colleges may find themselves increasingly involved in helping their universities figure out how technologies should be used for instruction. What should the teaching center’s role be in these discussions? In this session, participants will gain familiarity with several tools for understanding emerging questions about teaching, technology, and liberal education and will reflect on their goals for their own centers.

Topics: POD Professional Development, Technology  
Audience: Open to all POD members

Fostering Pedagogic Connections: Reflective Practice in TA Training  
Jason Ware, Karen Neubauer, and Kevin Richards, Purdue University  

Empowering graduate teaching assistants to be scholars in both their own disciplines and teaching requires more than just exposure to pedagogic fundamentals. Moving from novice to competent instructor requires the development of reflective practice to make connections between teaching experiences and research-based knowledge. How can centers for teaching and learning effectively incorporate interactivity and reflection into cross-disciplinary graduate-level courses focused on scholarly teaching? Does the use of reflective practice nurture transformation in graduate assistant teaching? In this interactive session we will explore the potential to transform TA training, and broader implications that emerge within a graduate course in college teaching.

Topics: Assessment, Graduate Student Professional  
Audience: Open to all POD members

Influences on Course Evaluation: Student and Faculty Perspectives  
Allison BrckaLorenz, Alexander McCormick, and Leah Peck, Indiana University  

End-of-course evaluations are often used as stand-alone indicators of an instructor’s overall effectiveness and as input for faculty promotion and tenure purposes. In this session, we will examine the results from a large-scale multi-institution survey of students and faculty responding to questions about the uses of and influences on students’ ratings on course evaluations. Participants will discuss findings on the perceptions and uses of course evaluations from both the student and faculty perspective, will share examples of the course-evaluation issues and solutions on their campuses, and will generate ideas for future research on course evaluations.

Topics: Administration, Assessment  
Audience: Administrators
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| Greene & Franklin | 3:00 PM - 4:15 PM | 35-Minute Research Session B                                                                             | Supporting Adjunct Faculty: Making Connections to Meet Challenges and Threats | Greene & Franklin, Franklin | Thursday, November 7  
|               |               |                                                                                                             | Stephen Braden, Kennesaw State University; Trevor Morris, Utah Valley University; Ursula Sorenson, Utah Valley University | Adjunct Professional Development, Administration | Thursday, November 7  
|               |               | Two universities not only utilize part-time faculty for student instruction, both institution’s administration are connecting with adjunct faculty by monetarily supporting initiatives to that end. This concurrent session details the aforementioned initiatives and their successes in improving adjunct faculty teaching performance and job satisfaction. Keeping that in mind, there are challenges, even threats, to maintain levels of adjunct faculty due to an improving job market. | | |
| Heinz         | 3:00 PM - 4:15 PM | Roundtable                                                                                                  | Sharing Strategies and Structures to Support Faculty Scholarship              | Heinz  
|               |               |                                                                                                             | Pamela Russell and Karen Fein, Bridgewater State University                   | Faculty Professional Development, Organizational Development |
|               |               | Many doctoral-level trained academics are employed by institutions that demand a 12 credit teaching load each semester. Faculty come to their job at these institutions with a passion for teaching and discipline specific research expertise; both frame their academic identity. Support for teaching excellence is often available but how can these teaching intensive institutions support faculty scholarship? Engagement in scholarship is not only one of the three tenets of evaluation, but it also benefits a faculty member’s professional growth and development within and beyond their academic institution. How can faculty developers promote the engaged teacher with a rich scholarly agenda? | | |
| Monongahela   | 3:00 PM - 4:15 PM |                                                                                                             | From Bench to Bedside in Faculty Development: Using Implementation Science   | Monongahela  
|               |               |                                                                                                             | Milton Cox, Miami University; Laurie Richlin, Western Michigan University    | Faculty Professional Development, Organizational Development |
|               |               | Everyone knows that washing hands can stop the spread of disease. Everyone knows active learning facilitates better student outcomes. BUT, not everyone who can describe, and even demonstrate, evidenced-based practices, actually uses them. Why not? Even if an intervention or practice has been demonstrated to be effective by research, if it is not implemented properly, or without sufficient fidelity to the established model, it will likely fail. This session will discuss what faculty developers can do to facilitate the use of best practices for student learning by using Implementation Science, the missing link between research and practice. | | |
| Oakmont       | 3:00 PM - 4:15 PM |                                                                                                             | Learning From and Working with Faculty-Artists                              | Oakmont  
|               |               |                                                                                                             | Natasha Haugnes, Academy of Art University; Martin Springborg, Minnesota State Colleges and Universities; Hoag Holmgren, The POD Network | Faculty Professional Development, Organizational Development |
|               |               | Both educational developers and faculty-artists share the same goal for students: significant learning. Yet effective dialogue and collaboration between the two can be undermined without the educational developer’s knowledge of signature pedagogies, artist traits, and arts-specific terminology. In this session, the presenters examine assumptions about artists and how these assumptions can be overcome | | |
for the benefit of educational developers, faculty-artists, and students. Participants will explore ways to generate fruitful dialogue about teaching and learning with faculty-artists.

Topics: Faculty Professional Development, POD Professional Development
Audience: New/recent faculty developers (5 years or less)

**Evaluating the quality of MOOCs: Is there room for improvement?**
*Erping Zhu, University of Michigan; Danilo Baylen, University of West Georgia*

The roundtable session will provide an opportunity to discuss strategies for applying the 7 principles of good practices for undergraduate education to design and teach massive open online courses (MOOCs). Participants will first examine the online environment and discuss in pairs about the appropriateness and relevance of these principles to online teaching and learning. As a large group, they will brainstorm strategies for implementing each of the 7 principles in designing and teaching MOOCs. Participants will leave with an essential understanding of how to apply these strategies for improving teaching and evaluating the quality of MOOCs.

Topics: Assessment, POD Professional Development
Audience: Large colleges and universities

**Blurring the Boundaries: Creating Collaborative Space for Excellence and Innovation**
*Patricia Hoffman, Jude Higdon, and Paul Mackie, Minnesota State University, Mankato*

Our Center for Excellence & Innovation has brought together our Center for Excellence in Teaching & Learning, our Center for Excellence in Scholarship and Research, Assessment Coordinator and our Educational Technologists to serve faculty in a "one-stop shopping" venue. Through integrated marketing we inform faculty of resources and opportunities for professional development working diligently to ensure that faculty not only receive needed assistance but also experience a warm, welcoming environment.

Seven principles of learning space design contribute to this collaborative, learner-centered environment: comfort, aesthetics, affordance, flow, equity, blending (a mixture of technological and face-to-face pedagogical resources).

Topics: Faculty Professional Development, POD Professional Development
Audience: Open to all POD members

**Centers in Transition: The Risks – and Freedoms – of Re-Invention**
*Debra Rudder Lohe, Saint Louis University; Greg Siering, Indiana University*

As faculty development centers move from service units to institutional “change agents” (Schroeder, 2011), the shift can be disorienting, as can the growing pressures to expand their missions. Such pressures are potentially disruptive to a center’s identity and stability, weakening self-determination and making strategic and logistical planning difficult. But they also create opportunities for centers to rethink their missions, scopes, and services in ways that re-energize their staffs and their institutions’ educational cultures. This session will explore risks and rewards of re-invention, share strategies for managing transition, and identify common solutions for becoming more proactive in (re)defining our institutional roles.

Audience: Center Directors Experiencing Change/Transition
**Phipps**

3:00 PM - 4:15 PM

**Low Tech High Impact: Asynchronous Development for Busy Faculty**  
*Sally Kuhlenschmidt, Western Kentucky University; Francine Glazer, New York Institute of Technology; Olena Zhadko, New York Institute of Technology*

With faculty pressed for time and often dispersed across multiple campuses attending a face-to-face workshop can be a challenge. One possible solution is to provide self-reflective, interactive online development. Participants at this session will learn simple, successful asynchronous development techniques requiring a minimum of technological skill. These techniques can allow developers to leverage expertise at other institutions and partner with centers anywhere to share resources. Several successful methods used by two very different institutions will be explored with discussion of challenges, solutions and session participant approaches.

Topics: Adjunct Professional Development, Faculty Professional Development  
Audience: Open to all POD members

**Riverboat**

3:00 PM - 4:15 PM

**Mindful Brains, Movement and Renewal in Teaching and Faculty Development**  
*Roben Torosyan and Karen Richardson, Bridgewater State University*

Research shows the harder the work, the greater the need to renew energy. Whether we quiet the brain and rest deeply, or conversely activate the body, embodied practices improve thinking and learning. This session provides an overview of the research behind kinesthetic teaching methods and four neural and conceptual mechanisms of mindfulness. Throughout, participants engage in experiences that include activators, renewal brain breaks, reinforcers, and summarizers that can be used in classroom teaching or facilitation. Gain freedom by broadening your sense of possibilities and building your repertoire of assets, while planning for understandably skeptical responses from others.

Topics: Diversity, Faculty Professional Development  
Audience: Open to all POD members

**Sternwheeler**

3:00 PM - 4:15 PM

**The Risky Business of Student Evaluations: Interdisciplinary Research Models**  
*Melody Bowdon, Haiyan Bai, James Gilkeson, and Anna Turner, University of Central Florida*

In this interactive session, participants will exchange ideas and information about uses of student evaluation data on their campuses. Session leaders will describe our collaborative interdisciplinary analysis of evaluations at one of the nation’s largest universities, addressing issues such as online versus paper evaluations and scheduling, modality, and discipline factors that can impact outcomes. Participants will review and refine elements of their own CTLs’ philosophies and practices related to student perception of instruction and create plans for incorporating meaningful interpretation of this data into faculty and administrator development programming. Learning strategies will include live online polling and table talk discussions.

Topics: SoTL, Teaching & Learning  
Audience: Faculty (conference attendees who are faculty and also part-time developers)
Finding out What Frequent Users of Faculty Development Services Learn  
*Steven Hansen, Duquesne University*

While teaching and learning centers routinely use surveys after events to gauge participant satisfaction, what lasting impact do our services actually have on faculty members who frequently use them? How does regular participation impact faculty practices and perceptions of student learning? In this interactive session, we will explore reasons for assessing faculty development services and consider findings from an IRB approved research study on frequent users of faculty development at a mid-sized university. Session participants will begin formulating an assessment strategy using a chart that summarizes faculty development assessment practices.

**Topics:** Assessment, Faculty Professional Development  
**Audience:** Open to all POD members

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**Conference Events, Thursday 4:30-10:00 PM**

**Monongahela**  
4:30 PM – 5:30 PM

**Introduction to POD for First-Time POD Conference Attendees**  
Highly recommended for first-time attendees of the POD Conference, this session is an opportunity to learn a bit more about POD as an organization, its current priorities and goals, and how to become more involved in areas related to your interests. You’ll also meet other first-time POD conferees. All participants are welcome!

**Urban**  
5:30 PM – 6:30 PM

**POD Welcome Reception, co-hosted by the POD Diversity and Membership Committees (cash bar)**  
All conference attendees are invited to attend this event! The global publishing company Wiley is sponsoring this year’s Welcome Reception.

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**Grand Ballroom**  
6:30 PM – 8:00 PM

**Conference Dinner: Welcome and President’s Address**

*Kathryn Plank, POD President*
**Create@POD (cash bar)**
Create@POD is an evening of engaging, hands-on activities designed to showcase and promote creative thinking. In addition to the traditional (and now legendary) digital stories, this year’s event will feature numerous opportunities for attendees to participate in fun and interactive experiences designed to promote creativity and goodwill among the POD Community. All attendees are invited to take part in this exciting—yet relaxed—event!

### Friday, November 8

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 AM – 7:00 AM</td>
<td>Yoga</td>
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<tr>
<td>8:00 AM – 5:00 PM</td>
<td>Conference Registration and Welcome (closed during plenary)</td>
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<td>7:00 AM – 8:30 AM</td>
<td>Conference Breakfast</td>
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<td>7:30 AM – 8:45 AM</td>
<td>Birds of a Feather Groups (BOFs)</td>
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<td>9:00 AM – 10:15 AM</td>
<td>Job Fair</td>
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<td>9:00 AM – 10:15 AM</td>
<td>75-Minute Interactive Sessions, Roundtables, and 35-Minute Research Sessions</td>
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<td>10:30 AM – 12:00 PM</td>
<td>Plenary Session 1: CRLT Players</td>
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<td>12:00 PM – 2:00 PM</td>
<td>Lunch on your own</td>
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<td>12:00 PM – 1:00 PM</td>
<td>ECRC, GPSD, and Institutional Collaboration Committee Meetings</td>
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<td>1:15 PM – 2:00 PM</td>
<td>POD Members Meeting</td>
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<td>9:00 AM – 6:45 PM</td>
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<td>Excursion E2: Heinz History Museum</td>
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<td>2:15 PM – 3:30 PM</td>
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<td>Resource Fair (cash bar)</td>
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<td>7:00 PM – 8:30 PM</td>
<td>POD Awards Banquet Dinner</td>
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<td>8:30 PM – 12:00 AM</td>
<td>Dance &amp; Karaoke</td>
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Birds of a Feather Sessions (BOFs), 7:30AM - 8:45AM

Formerly known as Topical Interest Groups (or TIGs), Birds of a Feather (BoFs) sessions are informal conversations designed to foster relationships between experienced faculty developers and colleagues new to the field, and are intended to promote more meaningful interaction and deeper relationships than can sometimes occur during regular conference sessions. Each “Birds of a Feather” session is facilitated by an experienced faculty developer with expertise in the particular topic.

Allegheny
7:30 AM – 8:45 AM

Back to the Real World
Emily Gravett, Trinity University; Michael Palmer, University of Virginia
Share ways to transform the new, exciting ideas you’re taking away from the conference into actionable items that positively impact you and the places you work. This session is specially designed for first-time attendees, graduate students, and new faculty developers.

Monongahela
7:30 AM – 8:45 AM

Civic Engagement and Service Learning
Peter Felten, Elon University
Are you working with faculty, students, and community partners on pedagogies and initiatives related to civic engagement and service-learning? If yes, we invite you to join us.

Greene & Franklin
7:30 AM – 8:45 AM

Uncovering the Heart in Higher Education
Virginia Lee, Virginia S. Lee and Associates, LLC
This session is for those who are interested in exploring how higher education can address the whole human being—mind, heart and spirit—in ways that awaken the deepest potential in students, faculty and staff and contribute best to our future on the planet.

Riverboat
7:30 AM – 8:45 AM

Paths to the Faculty Development Profession
James Groccia, Auburn University
There is no GPS leading us to Faculty Development. The paths to developing and maintaining a career in faculty development are varied, filled with twists and turns, and often lead to uncharted territory. Join us as we discuss explore this interesting and rewarding journey.

Sternwheeler
7:30 AM – 8:45 AM

Diversity in the Classroom
Stacy Grooters, Stonehill College
Diversity of social backgrounds affects pedagogy in many ways. Participants in this session will discuss issues we face when working with instructors on issues such as inclusive teaching, multicultural education, student diversity, and faculty diversity.
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<tr>
<th>Location</th>
<th>Session Title</th>
<th>Presenter(s), Institution</th>
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<tr>
<td>Three Rivers</td>
<td><strong>Graduate Student Professional Development</strong></td>
<td>Stephanie Rohdieck, Ohio State University</td>
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<td>Consultations, programs, resources, and research focusing</td>
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<td>Conference A</td>
<td><strong>Evaluation of Educational Development Initiatives</strong></td>
<td>Mary Wright, University of Michigan</td>
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<td>How can we best set goals for our work, evaluate</td>
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<td>we exchange ideas, strategies, and resources.</td>
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<td>Conference B</td>
<td><strong>Balance and Well-Being of Faculty</strong></td>
<td>Susan Robison, Professor Destressor</td>
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<td>balancing faculty life with ‘family life’ more broadly?</td>
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<td>Conference C</td>
<td><strong>Emerging Research on Learning Theories</strong></td>
<td>Jim Sibley, University of British Columbia</td>
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<td>In this session, we’ll discuss topics such as research on</td>
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<td>Parkview East</td>
<td><strong>Faculty Development and the Quality Enhancement Plan</strong></td>
<td>Patty Payette, University of Louisville</td>
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<td>(QEP)</td>
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<td>This BoF is a forum for faculty and faculty developers who</td>
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<td>are working on their campus QEP as required by the SACS</td>
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<td>reaccreditation process. We will discuss strategies and</td>
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<td>approaches to the faculty development component of the</td>
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<td>development and implementation of QEPs.</td>
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<tr>
<td>Parkview West</td>
<td><strong>Part-time/Adjunct Faculty</strong></td>
<td>Lori Schroeder, Metropolitan State University; Paul</td>
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<td>Decker, Woodbury University</td>
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<td>Faculty development for adjuncts &amp; part-time instructors;</td>
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<td>integrating these instructors into the college or university</td>
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<td>community.</td>
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<td>Oliver</td>
<td><strong>Organizational Development</strong></td>
<td>Connie Schroeder, University of Wisconsin – Madison</td>
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<td>What does it mean be involved in teaching and learning at</td>
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<td>the organizational or institutional level? How do we</td>
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<td>position ourselves, staff, Centers, or our units to impact</td>
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<td>broad, institutional priorities? Join us as we contemplate</td>
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<td>these and other questions related to organizational</td>
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<td>Carnegie I</td>
<td><strong>Scholarship of Teaching and Learning</strong>&lt;br&gt;<em>TBA</em>&lt;br&gt;This BoF session will provide you with the opportunity to discuss ways to conduct, make public, and support research on teaching and learning at course, program, and institutional levels.</td>
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<tr>
<td>Heinz</td>
<td><strong>ArtPOD</strong>&lt;br&gt;<em>Martin Springborg, Minnesota State Colleges and Universities; Natasha Haughnes, Academy of Art University; Hoag Holmgren, POD Network</em>&lt;br&gt;In this session, we will discuss ways to use visual and creative arts in faculty development and how to engage in faculty development with visual and creative arts instructors.</td>
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<td>Phipps</td>
<td><strong>New Faculty Programs</strong>&lt;br&gt;<em>Deb Meizlish and Matt Kaplan, University of Michigan</em>&lt;br&gt;In this session, join us as we discuss programs and resources designed to support new faculty as well as efforts to document the impact of new faculty programs.</td>
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<td>Carnegie III</td>
<td><strong>Issues in Science, Technology, Engineering, Math (STEM)</strong>&lt;br&gt;<em>Deborah Allen, University of Delaware</em>&lt;br&gt;Discussions in this session will include topics such as working effectively with STEM faculty and graduate student teaching assistants, and examining teaching and learning in STEM contexts.</td>
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<td>Vandergrift</td>
<td><strong>Teaching with Technology Special Interest Group (SIG)</strong>&lt;br&gt;<em>Chris Clark, University of Notre Dame</em>&lt;br&gt;A Special Interest Group (SIG) is a formalized community of interest within an organization. POD's first SIG aims to support members who help faculty integrate technology into teaching and learning by providing resources on effective strategies, trends and issues, new products, and more. Come to the SIG TwT session to share your ideas, get to know people, and help plan our first year’s activities! Discussion in this session will include a broad range of topics such as distance learning, hybrid courses, web-enhanced face-to-face courses, use of technology in assessment, and online faculty and graduate student development.</td>
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| Oakmont      | **Small Colleges**<br>*Michael Reder, Connecticut College*<br>Join your faculty and faculty developer colleagues who are working in small 2- and 4-year colleges as we share issues of concern related to this teaching context.
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>7:30 AM - 8:45 AM</td>
<td>Shadyside</td>
<td>Helping Academic Units Evaluate their Learning Outcomes</td>
<td>Dakin Burdik, Endicott College</td>
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<td>Frick</td>
<td>Faculty Evaluation</td>
<td>Peter Seldin, Pace University</td>
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<tr>
<td>8:45 AM - 9:00 AM</td>
<td>Break</td>
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<tr>
<td>9:00 AM - 10:15 AM</td>
<td>Allegheny</td>
<td>Catalyzing Institutional Change: Connecting Learning Outcomes across the Curriculum</td>
<td>Kathy Takayama and Carie Cardamone, Brown University</td>
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<tr>
<td>9:00 AM - 10:15 AM</td>
<td>Carnegie I</td>
<td>What Happens When You “Build it and They Don’t Come?”</td>
<td>Kristi Verbeke, Wake Forest University</td>
</tr>
</tbody>
</table>

**Topics:** Faculty Professional Development, POD Professional Development

**Audience:** Faculty (conference attendees who are faculty and also part-time developers)

**Topics:** Organizational Development, Programs

**Audience:** New/recent faculty developers (5 years or less)
**Predicting Syllabus Improvement among Latin American and Caribbean Faculty**
*Kate Koehler, LASPAU, affiliated with Harvard University; Cassandre Alvarado, University of Texas at Austin; Julie Schell, Harvard University; Cecilia Vasquez, Harvard University*

The course syllabus is a core artifact of education and plays a central role in most higher education classrooms. Abundant research stresses the syllabus as an important tool for promoting student success in higher education. This study utilizes syllabus data from faculty development programs designed for Latin American and Caribbean faculty, with the purpose of measuring change professors make to their syllabi while participating in faculty development programs. Researchers will focus on two potential factors in the amount of change made to syllabi: program participants’ years of teaching experience and the extent to which the program explicitly covers syllabus design.

Topics: Assessment, Faculty Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)

**Faculty Use of Writing Assignment: Exploring Classroom Teaching Practices**
*Cynthia Ahonen Indiana University, Eddie R. Cole College of William & Mary, and Robert M. Gonyea, Indiana University Bloomington*

As evidenced by their steadily growing investment in writing-across-the-curriculum programs, institutions recognize how writing can increase student engagement and learning. This session explores how faculty members use writing assignments in their teaching and how this compares across academic disciplines and institutional characteristics. Special sets of questions appended to both the Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE) point to ways faculty members can design effective writing tasks. Participants will discuss how interactive writing processes, meaning-constructing writing tasks, and clear expectations improve students’ success in learning. Implications for faculty developers are also presented.

Topics: Assessment, Research
Audience: Faculty (conference attendees who are faculty and also part-time developers)

**Why Students Avoid Risking Engagement with Innovative Instructional Methods**
*Donna Ellis, University of Waterloo*

Faculty members are often encouraged to adopt learning-centred instructional methods. However, not all students willingly engage with such innovative methods, preferring to avoid the risk and uncertainty that come with a new learning situation. What factors can discourage their engagement? In this research session, we will discuss findings from exploratory case study research that sought to uncover students’ barriers to change. A comprehensive barrier framework will be shared, and participants will consider its potential utility for future research and for assisting faculty members who are faced with student resistance to change.

Topics: Research, Teaching & Learning
Audience: Open to all POD members
Conference B
9:00 AM - 10:15 AM

Learning from Experience: The Crisis Response Function of Faculty Developers
Amanda McKendree, University of Notre Dame; Sally Kuhlenschmidt, Western Kentucky University; Nancy Polk, Winston-Salem State University; Mahauganee Dawn Shaw, Miami University

Responding to a campus-wide crisis is a collaboration between every entity and constituency and begins with advanced preparation. Faculty developers can prepare faculty for the roles they may assume in crisis time and incorporate emergency response topics in workshops and materials. Faculty developers may also find themselves working with an individual faculty member in a personal crisis. In this session, three panelists will share their crisis response experiences. Participants will connect with colleagues around these topics, risk leaving the comfort zone of typical faculty development tasks, and learn how faculty developers can appropriately assist with crisis response.

Topics: Faculty Professional Development, Organizational Development
Audience: Open to all POD members

Conference C
9:00 AM - 10:15 AM

Adopting a Learning Community Approach to Developing New Faculty
Linda Beane-Katner, St. Norbert College

This interactive session will offer participants the opportunity to explore taking a learning community approach to developing new faculty. The learning community model takes advantage of powerful synergies that are emerging between the evolving characteristics and strengths of this next generation of faculty, and the changes institutions need to make in response to the realities of a rapidly changing higher education landscape. Learning communities provide an interactive and collaborative environment where new faculty members have the freedom to explore connections between new pedagogies, institutional priorities and their own preferred teaching and learning styles.

Topics: Faculty Professional Development, Programs
Audience: Small colleges, All faculty developers

Frick
9:00 AM - 10:15 AM

Promoting scholarship with assessable curricula for graduate and professional students
Katherine Kearns, Indiana University Bloomington; Alan Kalish, The Ohio State University

Scholarship on the appropriateness and effectiveness of current practice in graduate and professional student development is difficult because it lacks explicit underlying conceptual frameworks. GPSD programs seem to have developed piecemeal, locally, and disconnected from intentional design approaches and research on the developmental path of graduate students as instructors. Activities often lack explicit alignment across intended (by institution), enacted (by instructors), and attained (by learners), and desired (by employers) curricula. This session will help participants align the intended, desired, enacted, and attained curricula, plan intentional and assessable learning moments for graduate instructors, and make scholarly contributions to the field.

Topics: Assessment, Graduate Student Professional
Audience: Open to all POD members, Graduate and professional student developers
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<tr>
<th>Time</th>
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| 9:00 AM - 10:15 AM | Greene & Franklin | **Cultivating the Pipeline into Academic Administration: Implications for Practice** | Deborah DeZure, Michigan State University | With baby boomers preparing to retire, higher education is faced with an anticipated shortage of academic administrators and a declining number of mid-career faculty willing to fill these roles. This session features a study of the faculty pipeline into academic administration based on in-depth interviews with mid-career faculty who are emerging leaders and chairs who are effective at identifying, cultivating and empowering new leaders. The goal was to understand the factors that support and impede pursuit of administrative roles. The researchers will share key findings, ongoing challenges, and promising practices to cultivate a new generation of academic leaders.  
Topics: Faculty Professional Development, Organizational Development  
Audience: Administrators |
| 9:00 AM - 10:15 AM | Greene & Franklin | **Lessons from International Students on Campus Living and Classroom Learning** | Alison Cook-Sather and Huipu Li, Bryn Mawr College | In response to the increasing internationalization of our college’s student population, we designed a study to learn from international students about their experiences and perspectives of campus living and classroom learning. Four undergraduate students, a professor, a director of a faculty development program, and a senior advisor to the president on internationalization developed a three-part collaborative research process with the goal of drawing on international students’ experiences and insights. In this session we will share findings and explore with participants how we can develop campus climates and classroom environments that deepen international students’ sense of belonging and learning.  
Topics: Diversity, Research  
Audience: Open to all POD members |
| 9:00 AM - 10:15 AM | Heinz           | **The Journey of Mentoring: Convergence of Reflection, Attitude, and Action**  | Patricia Bolea, and Dana Munk, GrandValley State University | How can we make the most of our mentoring relationships? Three hallmarks of being in a successful mentoring relationship are:  
• **REFLECTION**: reflective practices that enhance self-knowledge, goal-setting and process monitoring  
• **ATTITUDE**: a growth mindset, initiative, confidence, openness, flexibility  
• **ACTION**: asking for and receiving feedback, pursuing multiple mentoring relationships  
In this session, we will develop these three hallmarks more fully, drawing on examples from our collective experiences as both mentees (in our roles as faculty) and as mentors (in a university-wide mentoring program). Attendees will reflect on their own mentoring experiences/aspirations and also engage in small-group discussion.  
Topics: Diversity, Faculty Professional Development  
Audience: Faculty (conference attendees who are faculty and also part-time developers) |
Kimberly Van Orman, ITLAL, University at Albany

Research shows that students need to confront prior knowledge, engage with new information, and process the changes in their beliefs in order for deep learning to happen. Instructors like the idea of class discussions, but often find it difficult to use them to engage the material productively and include everyone. In this session we will use interactive techniques, some adapted from Team Based Learning and Clickers, to share our experiences with discussions and to reflect on the research on student interaction. Participants will see how these techniques can be adapted to their classroom without adopting TBL or investing in equipment.

Topic: Teaching & Learning
Audience: Faculty (conference attendees who are faculty and also part-time developers)

Faculty Development Evaluation: Get Ready, Set, THEN Go
Susan Hines, Saint Mary University

Program evaluation design is heavily dependent upon the diverse structure, purpose, and staffing of a program. These three factors greatly influence the ability to move from superficial to deep impact measures. Critical analysis and refinement of these key factors are essential for constructing an evaluation foundation aimed at designing an informative evaluation plan. This session will provide a proposed analytical framework for analyzing these factors in order to identify and modify key areas that support or hinder deeper measurements. This framework is based on initial field-testing of a 6-level impact model designed from investigations of evaluation practices at 53 TLCs.

Topics: Assessment, Sustainability
Audience: Open to all POD members

Professional Development Programs and Initiatives as Catalyst for Institutional Change
Chantal Levesque-Bristol, Tomalee Doan, and David Nelson, Purdue University

As discussed in Schroeder’s book, Coming in from the Margin, Professional Developers are called upon to become involved in institutional change and participate fully in organizational development. How can this be done effectively at large research institutions? In this round table discussion we wish to engage in a conversation around professional development as a catalyst for change. How can we move from faculty development to organizational development? As a starting point, I will share my experience of institutional change at a research-intensive institution, through what began as a course-redesign, professional development program; Instruction Matters: Purdue Academic Course Transformation (IMPACT).

Topics: Faculty Professional Development, Organizational Development
Audience: Large colleges and universities
**Reflective Practice on Reflective Practice: Enhancing Faculty Professional Development**  
*Karl Schnapp and Kevin Forgard, Bristol Community College*

This round-table discussion will focus on reflective practice as a faculty professional development activity with the goal in mind of determining how to best implement and evaluate reflective practice to enhance institutional success. We will ask participants how they have adopted reflective practice techniques at their campuses and share our experience in facilitating reflective practice groups. Conversations will focus on both face-to-face and asynchronous reflective practice approaches. We hope to establish a set of guiding principles for reflective practice as a faculty professional development activity that leads to improving both the individual practitioner as well as their institutions.

Topics: Adjunct Professional Development, Faculty Professional Development  
Audience: Faculty (conference attendees who are faculty and also part-time developers)

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**Teaching Future Faculty how to Engage in SoTL Projects**  
*Carolyn Dufault and Regina Frey, Washington University in Saint Louis*

There is increasing emphasis on the need for faculty to use evidence-based approaches in teaching. Faculty developers have a critical role to play in training future faculty to incorporate the practice of systematically gathering evidence on teaching effectiveness through engagement with the scholarship of teaching and learning (SoTL). In this session, we will present preliminary data on learning and perceptions from a group of future faculty who participated in a semester-long SoTL course. We will discuss the challenges and benefits of creating a classroom environment that supports and trains future faculty on effective incorporation of SoTL into an academic career.

Topics: Graduate Student Professional, SoTL  
Audience: Open to all POD members

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**Getting Published in *To Improve the Academy***  
*Laura Cruz, Western Carolina University*

This session is intended to help potential contributors to *To Improve the Academy* succeed in getting their manuscripts accepted. The current editor and experienced reviewers and authors explain the procedures for preparing and submitting a manuscript for next year’s volume, as well as how manuscripts are reviewed, selected, and edited. Information will be provided regarding the proposed changes to *To Improve the Academy* for next year. Potential contributors can ask questions and obtain copies of resources and other information related to publication. Recent experience has shown that prospective authors who attend this roundtable submit higher-quality manuscripts as a result.

Topics: Research; Professional Development  
Audience: All POD members
Promoting Creativity and Creative Thinking  
*Mikaela Huntzinger, University of California*

The revised version of Bloom’s Taxonomy puts “creating” at the pinnacle. But how do we teach our students creative thinking? How do we convince our faculty members that they can be creative in their teaching? Being creative is an inherent human trait, but it’s not easy. In this workshop, we’ll explore the role of creativity in academia broadly and in our own lives in particular. We’ll identify barriers and discuss how to break through them. Finally, we will discuss how these insights can help us work more effectively with students and faculty members as we ask them to connect, risk, and learn.

Topics: Faculty Professional Development, Graduate Student Professional  
Audience: Open to all POD members

Racial and Gender Inequities in Undergraduate Teaching: Findings and Concerns  
*Thomas Nelson Laird and Allison BrckaLorenz, Indiana University*

As campuses try to reinvigorate undergraduate education, they encourage faculty to rely on educational experiences and promote outcomes much applauded in higher education (e.g., high-impact practices). In this session, participants will learn about racial and gender differences in how much faculty use and emphasize some of these practices and outcomes. Facilitators and participants will discuss implications of the findings, including concerns about equity and the need for institutional planning and faculty development as avenues to mitigate inequity.

Topics: Diversity, Organizational Development  
Audience: Open to all POD members

Connecting Faculty and Organizational Development Through SoTL.  
*David Boose and Heather Easterling, Gonzaga University*

This interactive session will explore how a year-long faculty learning community supporting the Scholarship of Teaching and Learning can catalyze connections between the work of faculty in the classroom and institutional-level organizational change. Participants will consider the alignment between major initiatives and faculty development activities at their institutions. The presenters, a facilitator of and a participant in the FLC, will then describe how their program served as a “bridge” between these two levels of educational development and what helped it function in that way. The session will end with discussion of how similar efforts might be undertaken on participants’ campuses.

Topics: Faculty Professional Development, SoTL  
Audience: Open to all POD members

10:15 AM – 10:30 AM  
**Break**
Friday, November 8

**Plenary Session 1: CRLT Players**

**7 into 15**

*CRLT Players, University of Michigan*

Research at the University of Michigan and across the country has shown that a negative climate for learning prevents graduate students and faculty from connecting with one another and with their undergraduate students. Among the problematic behaviors highlighted by graduate students and faculty we have interviewed are intellectual defensiveness, invisibility of underrepresented groups, and feelings of being overwhelmed by academic life. Such an environment can stifle the risk taking and innovation in teaching that faculty developers hope to encourage among instructors. As a result, playing it safe in order to maintain one's status and position overrides the willingness to experiment, share successes, and learn from failure.

In this plenary session, the CRLT Players will present *7 into 15*, a high energy performance that explores the variety of ways classroom and departmental climate can affect the experiences of diverse teachers and learners. Provocative and often humorous, these short plays will demonstrate one approach to raising and addressing climate issues for a variety of audiences. The Players will also ask session attendees to share their own challenges with and strategies for exploring these issues as part of their faculty development work. After the performance, there will be an opportunity for audience members to dialogue with the actors, the Player's Artistic Director, and CRLT administrators to gather practical advice about how they might use theatrical techniques in their own programs to connect with their core constituencies on campus.

*Founded in 2000, the CRLT Players were the first company in the country to use interactive theatre to address issues of teaching and learning. Over the past 13 years, the Players have developed over 25 sketches, and they have performed for more than 31,000 people at the University of Michigan and at conferences and campuses across the country. Led by Artistic Director Sara Armstrong, the troupe consists of local professionals and student actors who provide educators and administrators with an innovative and dynamic approach to sparking dialogue, promoting inclusivity, and effecting positive change inside and outside the classroom.*

**PLEASE NOTE:** We have 500 excellent seats available for this unique plenary experience. Try to arrive a few minutes early. Volunteer ushers will be present to help fill all seats on time.
## Friday, November 8

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<tr>
<th>Time</th>
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<th>Event</th>
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<tr>
<td>12:00 PM –</td>
<td>Conference B</td>
<td>Electronic Communications and Resources Committee (ECRC) Meeting</td>
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<tr>
<td>1:00 PM</td>
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<td><em>Amy Collier, Stanford University</em></td>
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<td>12:00 PM –</td>
<td>Greene &amp; Franklin</td>
<td>Graduate and Professional Student Development Committee Meeting</td>
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<td>1:00 PM</td>
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<td><em>Kathryn Linder, Suffolk University, and Stephanie Rohdieck, The Ohio State University</em></td>
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<td>12:00 PM –</td>
<td>Allegheny</td>
<td>Committee on Institutional Cooperation, Big 10 Plus Meeting</td>
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<td><em>Jean Florman, University of Iowa</em></td>
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<td>1:15 PM –</td>
<td>Monongahela</td>
<td>POD Membership Meeting</td>
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<td>2:00 PM</td>
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<td>Please attend this annual POD membership meeting to hear about current POD initiatives and to contribute questions, ideas, concerns.</td>
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<td>2:30 PM –</td>
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<td>Excursion E2: Heinz History Museum</td>
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<td>5:30 PM</td>
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<td>Meet in hotel lobby at 2:30 for 3:15 tour</td>
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### Interactive, Roundtable, and Research Sessions, 2:15PM - 3:30PM

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<th>Time</th>
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<tr>
<td>2:30 PM –</td>
<td>Allegheny</td>
<td>Cultivating a Culture of Evidence-Informed Decision-Making about Teaching and Learning</td>
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<tr>
<td>3:30 PM</td>
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<td><em>Michael Reder, Connecticut College</em></td>
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<td>Faculty developers can and should play a key role in helping cultivate a campus culture that utilizes evidence about student experiences to improve faculty teaching and student learning. Participants will: 1) consider their own campus’s and program’s current use of data; 2) consider different levels of evidence about student learning; 3) hear about basic principles of cultivating a culture that uses evidence; 4) apply six basic strategies—illustrated using examples of successful programming—for helping faculty use evidence to create potential faculty workshops based on some of your own campus’s assessment data; and, 5) receive feedback on your ideas, leaving with a plan for your immediate next steps.</td>
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<td>Carnegie I</td>
<td>Freedom to Breathe: A Discussion about Prioritizing Your Center’s Work</td>
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<td>2:15 PM -</td>
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<td><em>Andy Goodman and Susan Shadle, Boise State University</em></td>
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<tr>
<td>3:30 PM</td>
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<td>Staff in faculty development centers often have more ideas for programs and services than can be implemented. In addition, while requests for workshops, consultations, etc. are part of center expectations, other requests to participate in important campus initiatives often aren’t. How can we prioritize requests (especially when we can’t say no) and manage workload? This roundtable will introduce a framework that can help centers be intentional about the roles staff play in external work, as well as a tool to consider internal workload commitments. Join us to share ideas and strategies through a lively discussion.</td>
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<td>Topics: Assessment, Programs</td>
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<td>Audience: Open to all POD members</td>
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### Applying Workplace Learning Theories to Graduate Teaching Assistant Preparation

**Cynthia Korpan, University of Victoria**

Despite the fact that most universities provide learning opportunities for graduate teaching assistants (GTAs) through programs and workshops, the support provided may not address all GTA learning needs. This session suggests a shift in how educational developers approach the preparation of GTAs to teach by considering and theorizing from the perspective of workplace learning. Workplace learning theories situate the GTA as both a learner and employee. Using workplace research and theories, suggestions will be put forth for an expansive and interleaved approach (Allix, 2011) to assisting GTAs acquire the knowledge they require in the process of becoming educators in higher education.

Topics: Graduate Student Professional, Research
Audience: New/recent faculty developers (5 years or less)

### Connections, Risks, and Learning After Course Design Experiences

**Jackie Greene and Linda Serro, Florida Gulf Coast University**

As faculty developers, we want our interactions with faculty members to make an impact on their classroom practice. It’s evident to see the enthusiasm of attendees at Course Design Academies during the experience, but how can we know that there was a direct impact on the pedagogy used by the participants following the Academy experience? Through reflective writing, interviews and focus groups, the researchers have documented the teaching practices that attendees have successfully implemented in their university teaching. Qualitative data and analysis of the findings will be shared to inform the impact of our efforts.

Topics: SoTL, Teaching & Learning
Audience: Faculty (conference attendees who are faculty and also part-time developers)

### Finding your Comfort Zone in the Scholarship of Educational Development

**David Green, Seattle University; Deandra Little, Elon University**

Many POD members say they are comfortable with the research methods of their previous disciplines, but find themselves disoriented by the scholarship of educational development (SoED) and its apparent norms. SoED’s varied terrain includes ecosystems that support migrants from all the major “academic tribes” (Becher & Trowler, 2001) and their native methods—quantitative, qualitative, theoretical, practical, philosophical, empirical, and so on. In this workshop, participants will examine different venues for SoED publishing, explore potential projects, identify “good fits” for their own research paradigms, and end with a concrete plan to establish a presence in the landscape of educational development research.

Topics: POD Professional Development, Research
Audience: Open to all POD members
Reaching a Majority of Faculty Members through Online Peer Videos
Jennifer Herman, Ed Hutton, and Danyelle Moore, Niagara University

In this project funded by a POD grant, our goal was to determine whether a “bring the training to the faculty” approach would be effective and perceived positively by faculty as a method to involve the majority of faculty in professional development. Eight faculty presenters developed online videos, each featuring a teaching technique or teaching-related advice for their colleagues. The presenters then conducted “5-minute workshops” in department meetings and encouraged faculty to watch the videos online. The number of views for each video was tracked and a follow-up survey administered to faculty.

Topics: Faculty Professional Development, Programs
Audience: Open to all POD members

Creating a Comprehensive, Discipline-Specific Faculty-Development Program
Jennie Ferris, Tina Piper, Mariela Tovar, and Laura Winer, McGill University

The teaching and learning centre and the Faculty of Law at our large, research-intensive university have developed a comprehensive, evidence-based approach to discipline specific faculty development. This has generated discussions and tangible curricular change (program outcomes, course-level innovations). A variety of pedagogical initiatives targeted to meet the needs of individual faculty, courses and programs have been critical to curricular development and engagement within the faculty. This workshop will discuss principles for designing a comprehensive, discipline-specific intervention. Participants will identify various entry points to discipline-specific faculty development and consider aspects of this approach that might be transferable to their institutional context.

Topics: Faculty Professional Development, Programs
Audience: Large colleges and universities

Unexpected Risks and Learning: Thorny Issues in Instructional Consultation
Kathleen Brinko, Appalachian State University; Michele DiPietro, Kennesaw State University; Nancy Polk, Winston-Salem State University

Instructional consultation is one of the most common programs offered by educational developers. However, when an instructor presents a teaching/learning problem that has its roots in other issues, typical consultative practice is insufficient and/or inappropriate. This session will examine three case studies of “entangled consultations” with faculty whose presenting problem is instructional, but whose root issues lie in being culturally unaware, experiencing interpersonal conflicts in the workplace, and managing poor mental health. Participants will hone their analysis skills, articulate assumptions, and develop skills in recognizing and responding to thorny consulting situations.

Topics: POD Professional Development, Programs
Audience: New/recent faculty developers (5 years or less)
### Catalyzing Science Education Reform – One Scholar at a Time

**Kelly A. Gull, American Society for Microbiology; Laura B. Regassa, Georgia Southern University**

The Biology Scholars Program, managed by the American Society for Microbiology and funded by the National Science Foundation, has trained nearly 200 biology educators in the practice of evidence-based teaching. In this session, hear the outcomes of a 2012 study on the effectiveness of this professional development model. Also, learn how “Biology Scholars” develop skills to improve student learning and become agents of change on their own campuses, in their Scholar community, and as members of their professional disciplinary societies. A Biology Scholar case study will be presented and ideas for implementing this model across the disciplines will be discussed.

**Topics:** Faculty Professional Development, Programs  
**Audience:** Open to all POD members

### Freedom to Connect, Risk and Learn Through Community Engagement

**Patricia Calderwood, Fairfield University**

This roundtable examines undergraduate student learning emerging from a partnership between an urban school and nearby university. The school, serving a multilingual, multiethnic community in a low-income neighborhood, sharply contrasts with the suburban, private university that attracts undergraduate and graduate students with little personal firsthand experience with racial, ethnic and linguistic diversity, or of poverty and its challenges. As they struggled to teach, the university students constructed, deconstructed and reconstructed their understandings of self and diverse others as they developed a more mature understanding of teaching and learning, of human diversity, and of the value of community engagement.

**Topics:** Diversity, SoTL  
**Audience:** Faculty (conference attendees who are faculty and also part-time developers)
Helping Well-Intentioned People Make Smarter Decisions

*Therese Huston, Seattle University*

Among the many roles we play as faculty developers, one of the most crucial is helping intelligent people make good decisions. We help faculty decide which teaching risks are worth taking, and we help administrators identify red flags they’ve overlooked. How can the science of decision-making inform our work? In this interactive workshop, we’ll apply key research findings from the decision-making literature to identify when predictable biases lead us into unproductive but easily rationalized corners. You’ll generate ideas to help faculty make smarter choices in the classroom and that will help you make smarter choices in meetings.

Topics: Faculty Professional Development, POD Professional Development
Audience: Open to all POD members

Adapting Best Practices Of Instructional Development To The Japanese Context

*Todd Enslen, Tohoku University; Laura Hahn, University of Illinois*

Much of the research on instructional development and learning has taken place in a "western," English speaking context. As other countries begin the process of instructional innovation, they risk failure by applying these best practices without taking into consideration their distinct cultures and contexts. In this session, participants will examine a Japanese university’s challenges implementing active learning, through the lens of Hofstede’s (2013) “cultural dimensions” along with feedback from active learning workshops and comments from faculty implementing active learning techniques. Participants will be able to apply Hofstede's model of cultural dimensions to better understand increasingly internationalized instructional contexts.

Topics: Diversity, Faculty Professional Development
Audience: International POD participants

Transitioning to a New Campus to Lead a Faculty Development Program

*Chris Garrett, University of Southern Indiana; Patrick O'Sullivan, Cal Poly San Luis Obispo*

Dealing with the challenges of adapting to a new campus culture, establishing new working relationships with faculty and administrators, and overseeing new and/or existing faculty development programs? If you have experienced a transition to a new campus and assumed a position leading a faculty development program, you are encouraged to join us for this interactive roundtable session. We’ll focus our discussions on identifying strategies that will help faculty developers survive and thrive in these transitions.

Topics: Administration, Faculty Professional Development
Audience: Administrators
### Designing Online Discussions For Student Engagement And Deep Learning  
**Danilo M Baylen, University of West Georgia**

This roundtable session will provide an opportunity to identify, describe and discuss good practices for designing online discussions. Participants will first examine “good” and “bad” examples of online discussions and discuss in pairs how they can be improved in order to support student engagement and student learning. As a large group, participants will brainstorm elements, principles and characteristics of online discussions that contribute to further engagement and deep learning of specific content material. Participants will leave with an essential understanding of how to better design online discussions to support learning goals and objectives given discipline-specific content.

**Topics:** Faculty Professional Development, Technology  
**Audience:** Faculty (conference attendees who are faculty and also part-time developers)

### Comparing Graduate Teaching Assistants’ Teaching Beliefs and Practices  
**Jennifer Douglas, Darcey Powell, and Nathalie Rouamba, West Virginia University**

Graduate teaching assistants (GTAs) at research-orientated universities are involved in many aspects of instruction. Although GTAs exert a powerful influence on undergraduate education, little is known about GTAs’ teaching beliefs in comparison to best practices in higher education research. This session provides an overview of a study examining teaching beliefs and practices for a sample of GTAs at research-oriented university using a cross-disciplinary, multi-method approach. GTAs completed a survey, and then could elect to participate in an interview and be videotaped while teaching. Session attendees will answer sample interview questions, respond to audio/video clips, and share GTA training practices.

**Topics:** Graduate Student Professional, SoTL  
**Audience:** Faculty (conference attendees who are faculty and also part-time developers)

### Evaluation Findings & Lessons Learned from the Graduate Student Instructor Seminar  
**Joanna Gilmore and Molly Hatcher, University of Texas at Austin**

For over 2 years, Center for Teaching and Learning staff at a research-intensive university in the central US have implemented a semester-length seminar for Graduate Student Instructors (GSIs). During this presentation, we will share evaluation findings from the seminar as well as lessons learned in facilitating the seminar. We employed Kirkpatrick’s evaluation hierarchy as a framework for evaluating our program. This involves collecting data on program outcomes at a variety of impact levels including: GSI reactions to the program, GSI learning, GSI behavior change, and undergraduate student outcomes. Findings indicate that overall, participants found the seminar useful and reported the structure and organization to be effective. This work contributes to the literature as there are currently few studies that evaluate the impact of professional development for GSIs at a variety of outcome levels (Wyse, 2010).

**Topic:** Graduate & Professional Student Development  
**Audiences:** All POD members, Graduate and Professional Student Developers
**Stereotype Threat-Based Diversity Training: Helping Students while Respecting Faculty Vulnerability**  
*Isis Artze-Vega and Leslie Richardson, Florida International University*

In this interactive session, participants will examine research findings from varied disciplines on stereotype threat as evidence that pedagogical factors such as exams, expectations, and feedback can negatively affect student performance, particularly for those from underrepresented groups. Participants will hear about one stereotype-threat-based development initiative, highlighting how research faculty have responded to it and outcomes to date. Finally, participants will have the opportunity to evaluate their own diversity training efforts to determine 1) the extent to which these mitigate the faculty vulnerability inherent in any multicultural development activity, and 2) how they might integrate stereotype threat into existing programs.

Topics: Diversity, Faculty Professional Development  
Audience: Open to all POD members

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**Guiding and Assessing Faculty Teaching Statements for Reflective Practice**  
*Cheelan Bo-Linn, University of Illinois at Urbana-Champaign; Deborah Meizlish, University of Michigan*

Teaching philosophy statements are frequently requested throughout higher education. Yet despite their ubiquity, creating one is often met with fear, trepidation, and some anxiety as the genre is not familiar to most graduate students and faculty. Fortunately for those working with graduate students and post-docs, a substantial body of work exists to guide practice. This is less true for those seeking to guide faculty. To address this gap, this session will familiarize attendees with research on the role and assessment of teaching statements and model strategies to better prepare faculty to create more effective and reflective teaching statements.

Topics: Assessment, Faculty Professional Development  
Audience: Faculty (conference attendees who are faculty and also part-time developers)

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**Building a Program for Graduate Teaching Assistants: Risks and Transitions**  
*Nancy Fire and Chris Faulkner, University of North Texas*

This session introduces the University of North Texas Graduate Student Teaching Excellence Program (G*STEP), a year-long blended program designed to prepare graduate students for teaching roles. Attendees will work with stories and dilemmas of designers, stakeholders, and participants as they work with the program and encounter key transitions during implementation.

Topics: Faculty Professional Development, Graduate Student Professional  
Audience: Open to all POD members

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3:30 PM – 3:45 PM  
**Break**
Transformative Conversations: Using Mentoring Communities to Connect, Risk, and Learn

*Peter Felten, Elon University; Dirksen Bauman, Gallaudet University*

We will explore a simple and replicable yet profound technique to encourage faculty and staff to reconnect to their original aspirations as academics and the shared aspirations of academia. Our mentoring community model, based on the power of intentional and focused conversations, uses practices that are adaptable to many contexts, and that have the potential to change both our own work and our students’ learning. The session will be highly interactive, and participants will leave with the motivation and the tools they need to begin or deepen such work for themselves.

Topics: Faculty Professional Development, Organizational Development

Audience: Open to all POD members

To MOOC or Not to MOOC: Implications for Brick-and-Mortar Institutions

*Olena Zhadko and Francine Glazer, New York Institute of Technology*

World renowned universities and innovative start-ups are opening web courses to anyone anywhere in the world at no cost. Not only this is changing the landscape of online learning, it also causing brick-and-mortar institutions to rethink teaching and learning methods currently used and consider how they can stay competitive. This is causing a lot of conversations among faculty, administrators, and academic officials. Presenters will discuss the various features of MOOCs, different models on how institutions might respond to the MOOC phenomenon. Participants will engage in an interactive discussion about the various approaches institutions take, their challenges and possible solutions.

Topics: Faculty Professional Development, Retention

Audience: Open to all POD members

HOW DO YOU WEB? Undergraduate Student Focus Groups Inform Pedagogies

*Rhett McDaniel and Derek Bruff, Vanderbilt University*

Current literature on student perceptions and use of social media to engage with course content has largely been quantitative. As part of our efforts to better understand this, and our commitment to developing new pedagogical strategies, we are addressing these questions by using a qualitative approach through undergraduate student focus groups. This small-scale project will help inform the design of a future large-scale survey we plan to administer to all undergrads. In this session, we’ll report the results from the focus groups and discuss the themes uncovered about how and why they engage with technology for personal and academic reasons.

Topics: Technology, Research

Audience: Faculty (conference attendees who are faculty and also part-time developers)
Effects of Belongingness and Synchronicity on Face-to-face and Online Cooperative Learning
Andrew Saltarelli, University of Colorado – Boulder; Amanda McAndrew, University of Colorado – Boulder; Cary Roseth, Michigan State University

Belongingness between students promotes motivation and achievement in face-to-face (FTF) settings, but little is known about its effects in online, computer-mediated settings. This study addresses these issues by testing whether belongingness has additive or buffering effects on constructive controversy, a cooperative learning procedure designed to create intellectual conflict among students. One hundred seventy-one undergraduates were randomly assigned to a 3 (initial belongingness: acceptance, mild rejection, control) x 3 (synchronicity: FTF, synchronous online, asynchronous online) experimental-control design. Findings suggest that belongingness and synchronicity have additive effects on online cooperative learning, and that acceptance buffers but does not offset the negative effects of asynchronous communication.

Topics: Technology, Research
Audience: Seasoned faculty developers

Beyond the Box: Creativity and Assessment in Educational Development
Deandra Little, Elon University; Cara Meixner, James Madison University; Michael Palmer, University of Virginia

Understanding the impact of our work in educational development is increasingly vital; not only is systematic assessment considered to be good practice, but it also serves to energize and renew faculty development initiatives. Still, challenges abound in assessing educational development – such as determining what outcomes to assess, how to measure impact, and when to apply direct or indirect measures. Drawing on creative thinking strategies, participants in this session will respond to common obstacles and re-imagine novel opportunities for assessment. Facilitators’ and participants’ collective expertise will generate fresh, applicable approaches to assessing some of the more difficult-to-measure aspects of our work.

Topics: Assessment, Faculty Professional Development
Audience: Open to all POD members

Helping Faculty Free Students from the Misconceptions that Chain Them.
Chris O’Neal, University of Michigan

Research on attribution theory, self-efficacy, theories of intelligence, and stereotype threat suggest that students' conceptions and misconceptions of their own capacity for learning influence their performance as much or more so than their instructors do. Participants in this session will discuss the implications of this research for their own work with faculty, and will build a set of tools and strategies for training faculty to help students grow past these limitations.

Topics: Faculty Professional Development, Graduate Student Professional
Audience: Open to all POD members

Connecting With Freshmen: Joint Efforts of Faculty Developers and Instructors
Claire Parham, Siena College; Deborah Lawrence, Sage College; Catherine Zeek, Lasell College

Led by an experienced panel of faculty developers and instructors, participants
attending this interactive session will engage in exploring models and structures of freshman seminars; examine best practices in designing and implementing freshman only classes and programs; discuss how to train faculty to teach these courses, and identify the obstacles and challenges to meeting the changing needs and skills of incoming students.

Topics: Retention, Teaching & Learning
Audience: Faculty (conference attendees who are faculty and also part-time developers)

Faculty Writing Circles: Freedom to Explore and Flourish  
_Ludwika Goodson, Martha Coussement, and Shannon Johnson, IPFW_

As asked to launch a faculty writing circle, our Center joined faculty to shape its mission and give members a “safe space,” a “source of accountability” (Nole, Hart, Soled, 2010), and writing support. We will report on milestones, resulting publications and presentations, library collaboration, and university-wide writing initiatives showing the circle’s evolution into a community of practice and how it has “harnessed the multiplier effects of collaborative processes...building upon informal networks within entities” (Nagy & Burch, 2009). By comparing this circle to those at other universities, we also will explore strategies and conditions that stimulate scholarly writing and benefit stakeholders.

Topics: Faculty Professional Development, SoTL
Audience: Faculty (conference attendees who are faculty and also part-time developers)

Professor Camp: A Qualitative Study on Faculty and Staff Development  
_Michelle Boettcher, Iowa State University_

This study examined the origin and persistence of a specific faculty and staff professional development experience through an organizational development lens. Over the past 20 years, Professor Camp has explored issues related to teaching, learning and student engagement. Key themes from this research highlight the need for community, reflection, and the cultivation of trust through risk-taking in the development of faculty and staff committed to undergraduate student education. Through interviews with the founders and long-term participants in this program, not only is an understanding of this conference’s persistence developed, but strategies for other development opportunities are identified.

Topics: Faculty Professional Development, Organizational Development
Audience: Large colleges and universities

Teaching Online and Its Impact on Face-to-Face Teaching  
_Lorna Kearns, University of Pittsburgh_

Much has been made in the literature about the changes faculty go through as they move from face-to-face into online teaching. There is evidence to suggest that the experience of teaching online may have a reverse impact on an instructor’s face-to-face teaching. This session will describe an ongoing research project that aims to explore this phenomenon, offer a synthesis of effective practices that cut across different instructional modalities, and pose the question, “Where do good ideas about teaching come from?”

Topics: Faculty Professional Development, Technology
Audience: Open to all POD members
Learning Spaces: Creating Flexible Classroom Space and Supporting Innovative Teaching
Taimi Olsen and Stan Guffey, University of Tennessee, Knoxville
This session allows for conversation about a current, prominent issue—learning spaces. Participants will share knowledge and address mutual questions about projects (current or potential) on our own campuses. As faculty developers and instructional designers, how do we get involved? How can we bring student learning to the center of discussions of new spaces and renovation projects? What skills and knowledge do we bring to the table? How do we encourage and support collaboration? Participants will address the conference theme, since innovative spaces promise greater freedom while also posing risks (whether real or perceived) as we rethink traditional learning paradigms.
Topics: Faculty Professional Development, Programs
Audience: Open to all POD members

Empowering Robust Learning Through Student-Created Video Projects
Jo Clemmons and Ray Posey, Point Loma Nazarene University
The focus of this interactive session is to focus participants on the benefit to higher-level thinking and student learning from the use of student-created video projects(1). Participants will explore the knowledge and skills that will be fostered in students as they imagine, design and implement this pedagogy(2). Participants will experience the process of editing; critiquing - both individually and as a group; and brainstorming in both a small and large group setting. Following this session, participants will leave with the understanding and tools to bring this pedagogy to their own faculty and help them implement it in their diverse classrooms.
Topics: Technology, SoTL
Audience: Open to all POD members

Considering MOOCs: Perspectives and Questions
Doug Holton, Embry-Riddle Aeronautical University
In this session we will as a group discuss pedagogical, technological, and organizational issues and questions surrounding MOOCs: Massive, Open, Online Courses. In the past two years, dozens of universities have partnered to offer free online courses open to millions of students around the world. Accrediting agencies and employers are also paying attention to MOOCs, and so MOOCs cannot be ignored as a merely a fad. We’ll look at pros and cons of MOOCs from the perspectives of students, faculty, universities, and pedagogy, and discuss questions that need to be considered.
Topics: Faculty Professional Development, Technology
Audience: Open to all POD members

Minimizing Stereotype Threat in the College Classroom
Suzanne Weinstein, Penn State University
In the past 15 – 20 years, multiple studies have shown the powerful negative impact of stereotype threat on the academic performance of blacks and women. According to Steele and Aronson (1995), stereotype threat is the risk of confirming a negative stereotype about one’s group. Additional studies have explored strategies for minimizing these threats and thereby equalizing the performance gap between blacks and whites as well as between women and men. In this roundtable discussion, participants will share strategies for minimizing the effects of stereotype
threat and discuss methods for sharing them with faculty.

Topics: Diversity, Faculty Professional Development
Audience: Open to all POD members

**Parkview East**

**3:45 PM - 5:00 PM**

**Roundtable**

**Mid-Semester Interview about Teaching: Conducting Effective Follow-up Consultations with Faculty**

*Kathryn Stieler and Christine Rener, Grand Valley State University*

When a faculty member requests a Small-Group Instructional Diagnosis, he/she is taking an important step toward embracing the vulnerability and uncertainty that comes with inviting feedback from colleagues and students. While faculty may willingly initiate the risk, it still may elicit discomfort and even resistance. How can we as consultants help faculty to frame the student feedback in a productive and positive way? How can we encourage a contemplative instead of a reactive response? How can we maintain healthy boundaries and objectivity? In this roundtable discussion, we will consider representative case studies and review multiple response strategies.

Topics: Faculty Professional Development, Programs
Audience: New/recent faculty developers (5 years or less)

**Parkview West**

**3:45 PM - 5:00 PM**

**Roundtable**

**Connecting and Learning with Integrative ePortfolios: The Teaching Center's Role**

*Gabriele Bauer, Villanova University; Kevin Barry, University of Notre Dame*

The programmatic ePortfolio has great potential as a tool for student reflection and integrative learning and as a means to collect assessment data. What role can teaching and learning centers play in considering the use of this tool at the institutional level? The conveners will highlight the roles their centers have played and the progress to date in advancing and implementing integrative and reflective ePortfolios. They will comment on the bearing of the literature, other institutions' practice and institutional context on ePortfolio adoption and share issues that arise when ePortfolios are considered to serve as both reflective and assessment tools.

Topics: Assessment, Technology
Audience: Open to all POD members

**Phipps**

**3:45 PM - 5:00 PM**

**35-Minute Research Session A**

**Looking Deeper at Fun and Its Influence on Student Engagement**

*Kathy Jackson, Crystal Ramsay, and Michael Tews, The Pennsylvania State University*

The connection between having fun and learning isn’t clearly understood and is rarely systematically studied. Our study looks at this connection by examining the extent to which fun in a classroom has an impact on student engagement. We administered a survey to approximately 722 undergraduates to collect their insights about fun-related aspects of classroom learning (i.e., different teaching strategies, interactions, and student characteristics). We will share our findings as well as our interpretations of what students’ perceptions of fun could mean for classroom practice. This interactive session will include opportunities for participants to consider implications for their own teaching contexts.

Topics: Research, SoTL
Audience: Faculty (conference attendees who are faculty and also part-time developers)
We Gamified this Session! Family Feud: Getting Faculty & Faculty Developers on the Same Page
*Kevin Kelly, Ed.D.; Director, Wiley Learning Institute*

Join us for a fun, game show-style session where faculty and faculty developers compete to uncover the most pressing issues in higher education teaching and learning. The winning team will win one-year subscriptions to Wiley Learning Institute workshops!

**WILEY**

**Pedagogy of Vulnerability in Faculty Development Work**
*Edward Brantmeier, James Madison University*

Sharing your experiences and not-knowing everything are two powerful strategies to engage clients in faculty development work. When adult learners render their frames of understanding vulnerable in courageous acts of self-disclosure, the potential for transformative learning accelerates. Simply understood, a pedagogy of vulnerability is about taking risks—risks of self-disclosure, risks of change, risks of not knowing, risks of failing—to deepen learning (xxxxx, 2013). In this interactive session, faculty developers will engage in exploring a pedagogy of vulnerability via the contemplative practices of mindfulness meditation, contemplative writing, and compassionate listening. Participants will apply the practice of vulnerability to faculty development work.

Topics: Faculty Professional Development, Teaching & Learning
Audience: New/recent faculty developers (5 years or less)

**The Impact of the Course Development Institute on Faculty Practice**
*George Rehrey, Lisa Kurz, and Eric Metzler, Indiana University*

Participants in our Course Development Institute (CDI) often report that the institute causes dramatic shifts in their attitudes and beliefs about teaching. We have gathered direct assessment data, including course syllabi, workshop assessments, and classroom observations, that demonstrate more modest transformations of their classroom teaching. We will describe our findings and our plans for revising the CDI based on our findings, to enhance its impact on teaching & Learning. Attendees will also have the opportunity to brainstorm methods for enhancing, as well as directly assessing, the transformative effects of their own faculty development efforts.

Topics: Assessment, Faculty Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)
Poster Sessions, 3:45-5:45, ALL POSTERS IN RIVERBOAT

P1: Building an Active Learning Environment from the Ground Up  
Laura Bestler, Iowa State University

This session will showcase how campus entities worked collaboratively to design, implement and evaluate an active learning classroom. The assessment tools included multiple instructor surveys regarding how the space was used and the impact it had on their teaching. As well, data from students regarding how the classroom impacted their learning and their instructors approach to teaching was also collected and evaluated. Results from this research are being used across the university as decisions are made to create additional dynamic learning spaces on campus.

Topics: Assessment, Teaching & Learning  
Audience: Open to all POD members

P2: CTL function and its role in both Korean and American universities  
Jeahyeon Ahn, New York Institute of Technology; SangEun Lee, Sungkunkwan University;  
Olena Zhadko, New York Institute of Technology

The global ranking system for assessing the quality of a university has encouraged many universities to improve their quality of education, research, and service. As a result, this competitive environment has elicited a new level of collaboration among universities. CTL has been in existence for a long time; however, the profession itself is still quite new. We want to compare how centers from two different countries have defined the role of the CTL for each of their universities. After comparing and contrasting the two CTLs, we will also make suggestions for a new adaptive model for a CTL.

Topics: Faculty Professional Development, Organizational Development  
Audience: International POD participants

P3: Connecting – Risking – Learning through the Peer Review of Teaching  
Suzanna Klaf and Patricia Calderwood, Fairfield University

This poster presents a three-year peer review of teaching (PRoT) initiative from its inception to current efforts. The aim is to connect faculty, promote dialogue about teaching, and render teaching visible. Our PRoT program has focused on guiding departments, schools, and teams of faculty volunteers in the development and implementation of PRoT systems that are unique to their department or school culture. We will share details of our PRoT initiative, lesson learned from assisting faculty connect, learn from one another and take risks together, and the challenges ahead in our efforts to sustain this work.

Topics: Faculty Professional Development, Programs  
Audience: Faculty (conference attendees who are faculty and also part-time developers)

P4: Connect, Change, Conserve: Developing a Virtual Center for Teaching Excellence  
Anne Schoening, Lori Gigliotti, Mary Nash, and Sarah Oliver, Creighton University

Faculty development is a key component of any university. In the absence of a physical teaching center and no centralized development office, faculty developers from various campus departments of a mid-sized university saw the need to come together, collaborate, and develop a “virtual” Center for Teaching Excellence. This poster session will describe how a virtual faculty development center matured over
a period of months in the spirit of partnership, the desire to eliminate duplication of multi-departmental development efforts, and the aspiration to promote a unified campus.

Topics: Adjunct Professional Development, Faculty Professional Development
Audience: New/recent faculty developers (5 years or less)

P5: Incorporating Wellness into the First-Year Experience
Michael Krackow, Virginia Military Institute

As part of the Quality Enhancement Plan (QEP) for its fulfillment of the reaffirmation of accreditation, the Virginia Military Institute (VMI) incorporated a Wellness Concepts course as part of its new Core Curriculum for all of its first-year cadets. Outcomes from the course surveys were much more positive than anticipated. Through surveys given in a Pre-Post format, results indicated that the Cadets had a positive view of the course, and found value in it. In addition, by the end of the course, many were implementing what they learned in the course to help them be successful at the Institute.

Topics: Assessment, Start-up
Audience: Faculty (conference attendees who are faculty and also part-time developers)

P6: Debunking the Assumption that Learning Styles have Instructional Strategy Preferences
Joseph La Lopa, Purdue University

According to Gregorc and others, student performance is maximized when the teacher matches the instructional strategies to the learning style of students. This study tested that key assumption and found no statistically significant preference for certain instructional strategies over others based on the learner’s style; the 200 respondents tended to prefer and not prefer the same instructional strategies regardless of style except in the case of role playing, independent projects, short lectures, and guest speakers. These study findings question the notion that teachers should try to match instructional strategies prescribed by Gregorc with the learner’s style to maximize student success.

Topics: Research, SoTL
Audience: Open to all POD members

P7: Promoting Organizational Change: The Secret Life of a CTL Operative
William Watson, Parker University

As faculty developers, our expertise often places us in situations where we can promote organizational change. Founded in 2011, our center has from the beginning sought to be an agent of change by promoting a campus-wide transition toward learning-centered strategies. In our poster, we will share enabling conditions at our institution, the methods we used to promote change, and some of the successes and failures encountered along the way. We will also share the lessons learned and provide visitors with an opportunity to determine if the conditions are right for promoting organizational change at their own institutions.

Topics: Organizational Development, Start-up
Audience: New/recent faculty developers (5 years or less)
P8: Online Collaboration: A Lever for Exploring IT in Faculty Development
Chad Hershock and Mathew Kaplan, University of Michigan

The proliferation of instructional technologies poses significant dilemmas for teaching centers. As instructors and educational developers struggle to keep up with the rapidly evolving technological landscape, institutional IT decisions are often based on budget or infrastructure, not sound pedagogy. How can we help instructors leverage new technologies for teaching and learning AND strategically influence institutional IT decisions? We'll share results of work with the University of Michigan’s adoption of Google’s collaboration applications as a case study to consider these questions. Simultaneously, we’ll give participants hands-on experience with online collaboration tools as we model pedagogical uses. (Please bring your laptop.)

Topics: Faculty Professional Development, Technology
Audience: Open to all POD members

P9: Counting Connections: Learning, Communicating, and Reporting with a Database
Amy Godert and Kimberly Kenyon, Cornell University

Faculty development centers are increasingly being asked to report numbers to “prove” success and “justify” resource allocation. The administrative overhead of tracking and reporting on the myriad things we do can be substantial. Participants will discuss options to classify, track, and report on the work they do and increase the efficiency of internal and external communication. We will explore what we can learn as we collect data on activities and how this can help us connect with faculty. Presenters will share options for tracking interactions, programs, and events and will provide practical materials that can be adapted by other centers.

Topics: Administration, Assessment
Audience: Open to all POD members

P10: Achieving Mission through Authentic Partnerships, Program Assessment, and Outcome Alignment
Megan Rodgers and Carol Hurney, James Madison University

Most faculty development centers have a mission statement and most programming provided by the center likely supports this mission. However, some mature faculty development centers can find themselves offering an array of programs in varied content areas with different partners on campus. As mission and programming expansion occurs, the relationship of partner goals to the mission may become less defined. How can a center build relationships on campus so that programming consistently aligns with their mission? This session explores the “Authentic Partnership Model” we developed to promote meaningful planning built upon defined and measurable program goals and outcomes.

Topics: Assessment, Organizational Development
Audience: Open to all POD members

P11: Teaching Statistics GTAs and Tutors to Share Their Mathematical Authority

Members of the Schreyer Institute for Teaching Excellence, Penn State Learning, and the Department of Statistics at Penn State University Park collaborated to design a study to teach graduate teaching assistants (GTAs) and tutors how to share their mathematical authority with students by 1) answering questions with questions rather than jumping quickly to provide solutions and 2) encouraging students to work collaboratively until they are confident they have solved problems correctly.
ALL POSTERS IN RIVERBOAT
3:45PM - 5:45

This poster describes research methods, learning gains for GTAs, tutors, and students, and plans for sustainability.
Topics: Graduate Student Professional, Research
Audience: Open to all POD members, STEM instructors and faculty developers

**P12: Survey of Education Technology: Faculty Professional Development Technology Integration**  
*Kevin Forgard, Bristol Community College*

This poster presentation introduces visitors who are interested in developing an instructional technology integration approach to the Survey of Education Technology faculty professional development course. Presentation materials will include information on the course’s sequence, structure, and content, and present viewers with contextual background on how the course uses the TPACK framework as a basis for training faculty on ways to infuse technology in their courses. Visitors will be given the opportunity to see an example of course’s design and ask question on its development, practice and outcomes. The course’s framework and evaluation data will be shared in the presentation materials.

Topics: Adjunct Professional Development, Faculty Professional Development
Audience: New/recent faculty developers (5 years or less)

**P13: Building Connections Across Boundaries through Teaching Certificate Programs**  
*Laura Hess, Carolin Cardamone, and Kathy Takayama, Brown University*

The Sheridan Center’s four yearlong, interconnected teaching certificate programs are grounded in intentional interdisciplinarity and peer feedback. The programs bring together faculty, postdocs, graduate students and administrative staff from across campus in sustained learning communities, enhancing the programs and building strong ties across the University. These communities of practice create a safe venue for risk-taking and intellectual exploration, while enriching the work of departments, centers and instructional support groups across campus. This poster will introduce the certificate programs, highlighting their interconnections and outlining their impact, and describe their evolution over time to reflect the unique institutional ethos of our university.

Topics: Faculty Professional Development, Graduate Student Professional
Audience: Open to all POD members, Graduate Student and Faculty Developers

**P14: The Solution is Us: Faculty Developers in Education Abroad**  
*Pamela Roy, Michigan State University; Alexander Akulli, Lynchburg College; Inge Steglitz, Michigan State University*

This poster illustrates strategies and models for engaging and supporting faculty in designing high impact teaching and learning experiences in education abroad programs. It serves as a platform for facilitating dialogue about the critical role of faculty developers and instructional designers in education abroad. Our challenge is to engage and support faculty in designing teaching and learning experiences that challenge students to reflect and learn beyond the superficial “it was great” and maximize the learning potential in education abroad programs.

Topics: Faculty Professional Development, Teaching & Learning
Audience: Faculty (conference attendees who are faculty and also part-time developers)
**P15: Professional Development Cohort Series as a Planned Process**  
*Sarah Smith and Robert MacDougall, Curry College*

The Curry College Faculty Center has developed a Professional Development Cohort Series that offers a coherent, holistic approach to professional development. This series presents specific tools, ideas, strategies, and theories as part of larger processes related to teaching, scholarship, and service. In addition, the professional development plan itself is useful to set benchmarks to measure progress toward professional goals. In conjunction, the Faculty Center sponsors workshops based on six themes: Scholarship of Teaching and Learning; Time/Resource Management; Teaching; Creative Activity, Research, Scholarship; Technology; and Publishing. This method is flexible, rigorous, and relevant for faculty professional development.

Topics: Faculty Professional Development, Programs  
Audience: Open to all POD members

**P16: Can a “Teaching Academy” Help Faculty and TAs Utilize Learning-Centered Teaching?**  
*Judith Longfield, Georgia Southern University*

New methodologies of teaching and learning are changing the landscape of higher education. However, faculty and TA are often unaware of how learning works and continue to rely heavily on lecture. During this interactive session, participants will learn how an eight-week “course” known as the Teaching Academy transformed participants attitudes towards learning-centered teaching by assuming the role of students while learning about teaching using these new methodologies (i.e., collaborative learning, R.A.T. test, rubrics, JiTT, concept maps, peer feedback, learning journals, classroom assessment techniques, etc.).

Topics: Faculty Professional Development, Graduate Student Professional  
Audience: Open to all POD members

**P17: Fostering Teacherly Learning through Pedagogical Innovation in Large Lectures**  
*Anabella Martinez and Lorena Fergusson, Universidad del Norte*

In order to teach professors need to learn. This session presents the results of a study undertaken to explore teacherly learning stemming from the implementation of pedagogical innovation in large lecture courses at a private university in Barranquilla, Colombia. Using both quantitative and qualitative data collection methods, the study shows that professors learn about themselves as teachers and their students as learners when they innovate in their teaching. The session will follow an interactive format where participants will be given the opportunity to identify and discuss alternatives to support pedagogical innovation in large lecture courses.

Topics: Research, Start-up  
Audience: International POD participants

**P18: Stereotype Threat: Campus-wide Faculty-Staff Reading Groups on Whistling Vivaldi**  
*Mary Jo Festle, Elon University*

As part of an effort to promote a greater understanding of diversity and students’ experiences, XXX University’s Center for the Advancement of Teaching and Learning sponsored discussions of stereotype threat focused on Claude Steele’s book, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (Norton, 2010). Unique aspects of this experience included an unprecedented level of interest and the inclusion of both teaching faculty and staff in the discussions, resulting in a sig
The implementation of a new learning management system and faculty’s emerging interest in instructional technology training contributed to Parker University’s development of an Online Learning Program for on-ground and online faculty using a flipped classroom approach. For this session, the presenter will provide a brief overview of the program, discuss his observations, and invite attendees to share their experiences with faculty development specific to instructional technology. The poster will present an overview of the program’s flipped classroom model, program-level outcomes, assessment data, and findings. Visit this session to learn more about the online program, the flipped classroom model, and our conclusions.

Topics: Assessment, Faculty Professional Development
Audience: Small colleges

P20: Assessment in Action: Inquiry and Discovery Connecting Libraries and Students
Kara Malenfant, Association of College and Research Libraries; Lisa Janicke Hinchliffe, University of Illinois

Academic librarians are connecting with campus partners in novel ways to question and discover how they bring value to their institutions. To foster these partnerships, the Association of College and Research Libraries (ACRL) launched “Assessment in Action: Academic Libraries and Student Success” a three year program to aid 300 postsecondary institutions of all types as they create engaged libraries of the future. This poster will report on the assessment work of the first 75 institutions. Learn about the questions they are exploring as they develop and implement action-learning projects on campus and how ACRL is developing this assessment community of practice.

Topics: Assessment, Teaching & Learning
Audience: Open to all POD members

P21: Increasing Retention in Online Courses based on Student Service Satisfaction
Sallie Reissman, Wilmington University

This doctoral research examines the problem of students dropping an online course, identifies gaps in student service, outlines faculty engagement needs, and recommends interventions to help keep students on track. In particular, the following questions are examined:
• Characteristics of the online student;
• Reasons students drop out of online courses;
• Student expectations and satisfaction with current academic and co-curricular services;
• Instructor to student interaction;
• Technical and service needs associated with online learning and;
• Factors that facilitate course completion, including student persistence and social interactions

Topics: Technology, Research
Audience: Administrators
**P22: Moving to Online Course Evaluations: Challenges, Opportunities, and Effects**  
*Christine Chavez, Margaret Kasimatis, and Bryce Mason, Loyola Marymount University*

Most colleges and universities use student feedback to evaluate the quality of course instruction. While these institutions have traditionally administered evaluations on paper, an increasing number have moved online. Online administration can provide several benefits, but also presents challenges that must be considered. In this session, Loyola Marymount University will share their experience piloting an online evaluation system, highlighting lessons learned about good practice in project planning, faculty engagement, and attaining good response rates. They will also present the results of comparisons between online administration and paper administration in terms of response rates, mean scores, and distribution of ratings.

**Topics:** Administration, Technology  
**Audience:** Administrators

**P23: Early Career Faculty & Leadership Development: An Intersection**  
*Jessica Mansbach, Michigan State University*

This poster examines the leadership development of early career faculty. The rationale for targeting early career faculty members for leadership development is highlighted. This poster includes an overview of the literature about leadership development for early career faculty, provides descriptions of leadership development programs for early career faculty that have been offered by academic medical centers, and offers recommendations for how to design leadership development programs for early career faculty. This poster is particularly useful to administrators and faculty members who are interested in learning more about the factors that promote and hinder early career faculty members’ involvement in leadership development.

**Topics:** Administration, Faculty Professional Development  
**Audience:** Administrators

**P24: Biology Teaching Assistant Project (BioTAP): A network for GTA professional development**  
*Susan Musante, American Institute of Biological Sciences; Miriam Ferzli, North Carolina State University; Rosa Hainaj, Lorain County Community College; K. Denise Kendall, University of Tennessee – Knoxville; Julie Luft, University of Georgia; Gili Marbach-Ad, University of Maryland - College Park; Kristen Miller, University of Georgia; Elisabeth Schussler, University of Tennessee – Knoxville; Kimberly Tanner, San Francisco State University; E. William Wischusen, Louisiana State University*

The NSF-funded Research Coordination Network Incubator “BioTAP” is focused on the challenge of graduate teaching assistants (GTA) professional development in the context of biology graduate programs. The goal of BioTAP is to form a network of individuals who will identify instructional skills needed by GTAs, and investigate existing models for GTA professional development that may be put forward as
ALL POSTERS IN RIVERBOAT
3:45PM - 5:45

national models. Our poster will share the preliminary work on these goals, including a proposed hierarchy of instructional skills for GTAs. We will also invite others to join the network of academics working together to enhance GTA professional development.

Topic: Graduate Student Professional
Audience: Open to all POD members

P25: New Perspectives for overcoming Organizational Culture in Japanese Universities
Toru Hayashi, Japan Advanced Institute of Science and Technology; Shinichi Yamazaki, J.F. Oberlin University

The newest Japanese governmental report has asked universities for organizational reform; "In order to manage educational programs, each university has to make a team composed of President, Vice President, Assistant to the President, Dean and Professional staff". However, Japanese Universities have preserved institutional autonomy and academic freedom for a long time and have not been accustomed to organizational behavior. Focusing on the organizational functions of the administrative and professional staffs in US universities for comparison, we would like to clarify their job requirements such as qualifications, experience and ability, and to make a feedback to Japanese systems.

Topics: Administration, Organizational Development
Audience: Administrators

P26: An Internationalization Training Program for Faculty Members
WeiPen Tsai, Chunglin Chiang, Meitzu Chiang, and Weichia Hung, Fu Jen Catholic University

Globalization has caused striking transformations in character and functions of higher education institutions worldwide, particularly in internationalization dimension. Recent research shows that faculty and staff are the most essential part of internationalization in higher education. Despite the importance and challenges of developing faculty engagement in internationalization, little is known empirically about strategies to advance faculty’s international capacity in Asia. Thus, the purpose of this study is to explore the strategies for developing training program for faculty in Asian institutions and one joint international training program by Fu Jen Catholic University and British Council will be adopted as a case study in the research.

Topics: Faculty Professional Development, Programs
Audience: Faculty (conference attendees who are faculty and also part-time developers)

P27: Grid or Cage? Evolving Rubrics at an Art School
Natasha Haugnes and Jennifer Russell, Academy of Art University

Amidst cries for accountability in higher education, there is a growing tension between using standard assessments to measure learning, and trusting faculty to decide how and what to teach. This tension has been apparent at Academy or Art University as the University has increased efforts to transition from an idiosyncratic “grassroots” assessment culture to one of normed rubrics across course sections. Through analysis of a series of case studies and artifacts, presenters share practices, data, and lessons that may benefit other institutions struggling with standardizing rubrics among populations that have not traditionally embraced assessment.

Topics: Assessment, Faculty Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)
P28: Charting Changes in the Field: Comparing Surveys a Decade Apart
Andrea Beach, Western Michigan University; Ann Austin, Michigan State University
This interactive 75 minute session will engage participants in a discussion of the results of a 2012 survey of POD members regarding faculty development structures, priorities, practices, and future directions. The results will be compared to the same survey questions from 2001 presented in Sorcinelli et al.’s Creating the Future of Faculty Development (2006). Participants will leave the session understanding how the field of faculty development has changed in the past decade with respect to the priorities that drive centers, the ways that faculty development is structured within institutions, and what offerings are most common and considered most helpful.

Topics: Administration, POD Professional Development
Audience: Open to all POD members

P29: Implementing Gamification in a MOOC: Challenges and Lessons Learned
Kevin Yee, University of South Florida
Gamification is the process of using game mechanics (badges, leaderboards, etc.) to increase enjoyment when performing tasks. Applied to education, it can raise student engagement, lengthen time on task, and increase performance. It is daunting to gamify a massive open online course (MOOC) since the scale of participation precludes the personalized attention normally used when adding gamification to smaller classes. We’ll present a gamified MOOC, highlighting the decision-making process, the specific tools chosen, and the adjustments to pedagogy needed for the large class size. We’ll also discuss how faculty developers can assist gamification at their own institutions.

Topics: Faculty Professional Development, Technology
Audience: Open to all POD members

P30: Contextualized, Situated and Sustained Professional Development of Mobile Learning
Nicholas Yates and Jennifer McCoy, Zayed University
Instituting change and managing the issues, and challenges is difficult no matter the context. However, when it comes to implementing technological change, the stakes grow as teachers’ beliefs and pedagogy are under the microscope. Within a government university in Abu Dhabi, a taskforce of professional developers undertook the task of a department wide (75 teachers) mobile technology implementation. The audience will discover the phases of professional development that were contextualized in which faculty made personal connections with the mobile technologies. Through mobile technologies and discussions, audience members will engage with the PD fundamentals. There will be opportunities for reflections on how the core concepts might be adopted for your context.

Topics: Faculty Professional Development, Technology
Audience: Large colleges and universities
P31: Motivation: Why Do Pharmacy Faculty Pursue Additional Training in Education?  
Patricia Baia and Aimee Strang, Albany College of Pharmacy and Health Science  
The purpose of this study was to create a motivational theory describing why pharmacy faculty pursue professional development (PD) in education. Results showed motivation was fueled by a passion for learning by both the professors own learning and to improve their student’s learning. It was interesting that both of these motivators were internally focused, suggesting the successful design of PD’s need to be closely connected to the views and beliefs of the individual pharmacist attending. In this interactive session, we will explore our studies findings and engage audience members to look at their own internal motivation triggers for attending PD.  
Topics: Adjunct Professional Development, Faculty Professional Development  
Audience: Open to all POD members

P32: International Experience in Teaching: Perceptions of Community College Faculty  
Krishna Bista, Arkansas State University  
This study examined the self-reported perceptions of community college faculty regarding international experience, support for internationalization, international learning interests and benefits of internationalization. The findings, based on a sample of 133 participants from three U.S. community colleges (located in Texas, New York, and Florida), suggested that faculty reported a strong positive attitude towards international experience as well as towards international learning interests.  
Topics: Diversity, Teaching & Learning  
Audience: Community colleges

P33: Using Online Learning to Launch New Faculty Orientation  
Sal Meyers, Simpson College and Velma Lashbrook, Augsburg College  
New faculty often have needs that should be met more than a week before the start of the semester when many new faculty orientation programs typically begin. One solution is to start orientation earlier in the summer in an online format. In this poster, we will consider the essential contents of an online summer new faculty orientation program and explore online implementation ideas. Examples from two different online summer programs will be shared.

P34: Mentoring: Perspectives on How Faculty Connect, Learn from Each Other  
Oya Guneri and Yesim Capa Aydin, Middle East Technical University  
Faculty mentoring programs reflect the organizational and cultural needs of the institutions as well as the needs of the new faculty members. Even though each mentoring program is designed to reflect those needs, an evaluation of programs is necessary to provide evidence for effectiveness and future improvement. In this interactive presentation results of a formal mentoring program will be presented. The quantitative results will include evaluation survey. The qualitative results will cover metaphors of participants about the mentoring process and outcomes and their perceptions of an ideal mentor, and also their perceptions about cultural and generational barriers and supporting factors in the process.  
Topic: Research  
Audience: Open to all POD members
P35: The Doctor Is In: Research Consultation from POD Members
Chantal Levesque-Bristol, Purdue University

This session is intended to provide free assistance to those who are contemplating or conducting various kinds of research in areas related to teaching, learning, assessment, evaluation, and professional, organizational, or instructional development. Consultants are members of the POD Research Committee. The session format is informal, and the consultants work with colleagues individually. The service is open to all.

Friday Evening, 5:15PM-12:00AM All conference attendees are invited.

Sternwheeler
5:15 PM – 6:45 PM
Resource Fair (cash bar)

Grand Ballroom
7:00 PM – 8:30 PM
Conference Dinner and Awards Banquet

Urban
8:30 PM - 12:00 AM
Dance and Karaoke
Saturday at-a Glance

6:00 AM – 7:00 AM  Morning Yoga
7:00 AM – 8:30 AM  Conference Breakfast
7:00 AM – 8:45 AM  Graduate and Professional Student Developers Breakfast
7:00 AM – 8:45 AM  International POD Attendees Breakfast
7:00 AM – 8:45 AM  International Institute for New Faculty Developers Breakfast
7:30 AM – 8:45 AM  Committee Meetings
8:00 AM – 5:00 PM  Conference Registration and Welcome (closed during plenary address and lunch, 10:30 – 1:30)
9:00 AM – 10:15 AM  75-Minute Interactive Sessions, Roundtables, and 35-Minute Research Sessions
10:15 AM – 10:30 AM  Break
10:30 AM – 12:00 PM  Plenary Session 2: Dr. Adrianna Kezar
12:00 PM – 1:15 PM  Conference Lunch
1:45 PM – 3:00 PM  75-Minute Interactive Sessions, Roundtables, and 35-Minute Research Sessions
2:30 PM – 5:00 PM  Excursion E3: University of Pittsburgh Pitt Nationality Rooms
3:00 PM – 3:15 PM  Break
3:15 PM – 4:30 PM  75-Minute Interactive Sessions and Roundtables
4:45 PM – 6:00 PM  75-Minute Interactive Sessions
6:00 PM  Dinner on your own (sign-up sheets at registration area)
8:00 PM – 10:00 PM  Excursion E4: Pittsburgh Symphony, Sheherazade
8:00 PM – 10:00 PM  Excursion E5: Pittsburgh Public Theatre, True West

Anchor  Morning Yoga with Dorothe Bach
6:00 AM – 7:00 AM

Grand Ballroom  Conference Breakfast
7:00 AM – 8:30 AM

Greene & Franklin  Graduate and Professional Student Developers Breakfast
Kathryn Linder, Suffolk University, and Stephanie Rohdieck, The Ohio State University
Get your food at the conference breakfast and join us in Greene & Franklin.
7:30 AM – 8:45 AM

Monongahela  International POD Attendees Breakfast
Get your food at the conference breakfast and join us in Monongahela
7:30 AM – 8:45 AM

Allegheny  International Institute for New Faculty Developers Breakfast
Michele DiPietro, Kennesaw State University
Get your food at the conference breakfast and join us in Allegheny
7:30 AM – 8:45 AM

Registration Desk, 17th Floor  Conference Registration and Welcome
(closed during plenary address and lunch 10:30 am – 1:30 pm)
8:00 AM – 5:00 PM
**Committee Meetings, 7:30-8:45 AM**

**Carnegie III**
7:30 AM – 8:45 AM

**Membership Committee**
*Michael Palmer, University of Virginia*

Join us for an informal meeting about this year's accomplishments and ongoing projects focused on POD's most vital asset: its members. Current committee members and others interested in getting involved are welcome.

**Conference A**
7:30 AM – 8:45 AM

**Small Colleges Committee**
*Sal Meyers, Simpson College*

**Conference B**
7:30 AM – 8:45 AM

**Professional Development Committee**
*Erik Palmore, Webster University*

**Conference C**
7:30 AM – 8:45 AM

**History Committee**
*Dakin Burdick, Endicott College*

**Frick**
7:30 AM – 8:45 AM

**Grants Committee**
*Shaun Longstreet, Marquette University*

**Oliver**
7:30 AM – 8:45 AM

**Finance Committee**
*Mary Wright, University of Michigan*

**Phipps**
7:30 AM – 8:45 AM

**Diversity Committee**
*Marie-Therese Sulit, Mount Saint Mary College*

**Vandergrift**
7:30 AM – 8:45 AM

**Publications Committee**
*Laura Cruz, Western Carolina University*

**Interactive and Roundtable Sessions, 9:00AM - 10:15AM**

**Allegheny**
9:00 AM - 10:15 AM

**Role-Play as Leadership Development: Scenarios to Connect, Risk and Learn**
*Anne Kelsch and Joan Hawthorne, University of North Dakota*

Interviews for new faculty rarely focus on questions about faculty governance, perceptions of service, or future interest in administrative opportunities; yet, universities, like other organizations, need to develop future leaders who are committed to service and aware of the national context for their work. In this session, rooted in a research project that examined the self-perceptions of new faculty, participants will experience role-play as a faculty development strategy that can foster professional self-awareness and reflection around leadership and service roles. Pedagogically, role plays have a number of advantages, including allowing participants to contend with challenging issues around self-identity and professionalism.

Topics: Faculty Professional Development, Organizational Development
Audience: Open to all POD members
### Advising from the Perspective of Faculty: Findings from FSSE 2013

*Amy Ribera, Indiana University; Leah Peck, Indiana University - Bloomington*

Academic advising is essential for students to navigate the college experience. It is positively linked to many desirable outcomes and behaviors including student retention and engagement. Faculty are often expected to fulfill this role, in addition to teaching and research duties, with little to no training or resources. Session facilitators will lead a discussion about the role of faculty as academic advisors and the typical roadblocks they face. Participants will also discuss recent findings from the Faculty Survey of Student Engagement that report on faculty perceptions of advising and resources most commonly used to support their work.

**Topics:** Assessment, Faculty Professional Development  
**Audience:** Faculty (conference attendees who are faculty and also part-time developers)

### Bridging the Cultural Divide: Cases of Teaching Across Cultures

*Marie Norman, iCarnegie Global Learning; Michael Bridges, iCarnegie Global Learning; Andreas Karatsolis, Eberly Center for Teaching Excellence, CMU-Qatar*

When instructors’ and students’ cultural expectations differ significantly – and are not reconciled – it can cause frustrations and tensions that undermine effective learning and faculty and student satisfaction. In this interactive session, we will discuss how to anticipate cultural differences and begin to bridge them. Session participants will read a set of cases (composites drawn from interviews with faculty and graduate teaching assistants at a U.S. and overseas campus), discuss cultural differences that affect teaching and learning, generate possible responses, and begin to brainstorm new case studies as they share their own teaching-across-cultures stories.

**Topics:** Diversity, Faculty Professional Development  
**Audience:** Faculty (conference attendees who are faculty and also part-time developers)

### 11 Ways to Improve the Teaching Performance of “Tired” Faculty

*Peter Seldin, Pace University*

For many faculty, today is much like yesterday. Year after year, they teach the same courses, often with the same notes. Not surprisingly, many of them are “tired.” Yet this situation need not continue. Properly guided, most of these faculty members can be more effective in the classroom. This session will focus on 11 ways to improve their performance. Combining theory and research, the interactive session will focus on new lessons learned about working with “tired” faculty. It will include short presentation, discussion and group exercise.

**Topics:** Faculty Professional Development, POD Professional Development  
**Audience:** Faculty (conference attendees who are faculty and also part-time developers)
Taking Risks and Making Connections: Engaging Faculty in Curriculum Review
Kathleen Harring, Muhlenberg College; Lisa Perfetti, Whitman College

General education revisions benefit from the involvement of faculty developers acquainted with models of student learning and knowledge of how to engage faculty in institutional change. Since few faculty have a deep understanding of curricular reform, it is important that the process be informed by the science of learning. This session provides an overview of cognitive science research on how we learn and highlights how these findings can be applied to the learning process for faculty during general education revision. Participants will develop strategies to use principles of learning for facilitating faculty engagement in curriculum reform at their own institution.

Topics: Organizational Development, Programs
Audience: Administrators

Connecting, Risking, and Learning: A Panel Conversation about Social Media
Michelle Rodems, University of Louisville

The use of social media in higher education is growing, though educators continue to have difficulty determining how to best use these technologies to promote student learning. There is currently no shared conversation about social media training and development for faculty and staff. In this session, a panel of representatives using social media for faculty and staff development will discuss their success with promoting connections (their reasons to use their social media tools), risking (their obstacles and “failures”), and what they’ve learned in order to deepen our collective understanding of social media in the context of teaching center work.

Topics: Faculty Professional Development, Organizational Development
Audience: Open to all POD members

Selling Active Learning to Faculty Requires a Student Purchase, Too
Gary Smith, University of New Mexico

Instructor risk in shifting to active-learning pedagogy, especially utilizing student groups, is exacerbated by well-known student resistance. Teacher professional development intended to assist this instructor shift must also include strategies for helping students to make a comparable, risky shift in learning. Most common strategies in the literature focus on convincing students with the same research that is used to convince faculty, or on rules of the class that are meant to assure fairness. This session instead emphasizes easy-to-implement, learner-centered activities by connecting to students’ (a) past learning experiences, and (b) intrinsic motivation through their educational values and goals.

Topics: Faculty Professional Development, POD Professional Development
Audience: Open to all POD members
Reading Critically: Connecting Across Disciplines for a Common Cause
Charity Peak, United States Air Force Academy

Is your faculty frustrated that students don’t complete assigned readings? When students do read, do faculty yearn for deeper analysis but can’t seem to get it? What would happen if readings were no longer assigned? This session will highlight the three main reading concerns for faculty: compliance, comprehension, and critical analysis. Participants will learn research-based strategies for encouraging students to not only complete readings but also to maximize reflection, connection, and analysis of texts. Participants will also explore how to start a reading movement at their own institution through a targeted, interdisciplinary faculty learning community.

Topics: Faculty Professional Development, POD Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)

Freedom to Connect/Risk/Learn: Advocacy for Adjunct Faculty
Carole Nash and Kristin Sowden, James Madison University

Faculty developers are faced with supporting the unique needs of an ever-growing non-tenure-track population. Adjuncts are better integrated into the Academy through faculty development efforts, which are organized around three basic themes -- orientation, support, and professional development. Based on our institution’s experience, this presentation examines a fourth theme – advocacy – which we believe is critical to the success of adjunct development. Participants will be asked to consider how their work with adjunct faculty can be seen as advocacy, and additionally, will be guided toward a practical understanding of the required risk - and reward - of aiding our colleagues.

Topics: Adjunct Professional Development, Faculty Professional Development
Audience: Open to all POD members

Diversity and Social Justice for Faculty Developers: Foundations, Context, Practice
Jonathan Iuzzini, Monroe Community College; Susan Pliner, Hobart & William Smith Colleges

As institutions of higher education continue to grapple with issues of diversity and social justice, faculty developers are increasingly called upon to support formal campus-wide diversity initiatives and to engage with these issues in our daily work consulting with faculty members. Despite the critical role we must play in this arena, many faculty developers do not feel confident in their “diversity skills” -- personally or professionally. This workshop introduces participants to several key foundational diversity concepts; and provides opportunities to consider those concepts in multiple higher education contexts and apply what they have learned to their practice at their institutions.

Topics: Diversity, Organizational Development
Audience: Open to all POD members
Educational Development in STEM: Learning to Connect Across Disciplines
Cassandra Horii, California Institute of Technology; R. David Kent, Milwaukee School of Engineering; Cynthia Tobery, Dartmouth

Educational developers trained in the Humanities and Social Sciences work with faculty and graduate students in Science, Technology, Engineering, and Mathematics (STEM) disciplines, but face unique challenges in doing so. The 2012 POD STEM Topical Interest Group identified needs for additional resources addressing these challenges. As a result, we invite session participants with non-STEM backgrounds to actively explore perceptions and realities of STEM faculty and graduate student educational development needs, based on POD Membership Survey data and national trends. Through case discussion and role-play, participants will develop and practice new approaches to providing STEM-specific programs and services on their campuses.

Topics: Faculty Professional Development, Graduate Student Professional
Audience: Open to all POD members

Risking Together: Cultivating Connection and Learning for Faculty Teaching Online
Michaella Thornton, Christopher Grabau, and Jerod Quinn, Saint Louis University

In preparing faculty to teach online, instructional designers consider instructors’ prior knowledge and experiences; how to best foster intentional “communities of practice”; and how to navigate IT infrastructure (Lion & Stark, 2010; Brooks, 2010). Saint Louis University's Reinert Center for Transformative Teaching & Learning has piloted four Online Teaching & Learning Institutes since 2012. This roundtable provides an opportunity for participants to reflect on how TLCs respond to faculty and why “a move to online teaching is a potential opportunity to develop new ideas about teaching and learning and to restructure traditional classroom roles and relationships” (McQuiggan, 2012, p. 28).

Topics: Programs, Technology
Audience: Open to all POD members, Instructional Designers and Developers

What we learned when we all took MOOCs
Ruth Benander, Cheryl Ghosh, Robin Lightener, and Bradford Mallory, University of Cincinnati

In spring of 2013, a group of four faculty enrolled in a variety of massive open online courses. In this Round Table, we report on our experience of a variety of formats and discuss the strengths and weaknesses of this way of learning. We also interviewed administrators of our college who are planning to use this style of delivery in a graduate course, and will report on their considerations. We hope to promote a discussion about the appropriate use of MOOCs at our institutions, and from a student point of view, what kind of learning works best in this environment.

Topics: Faculty Professional Development, Technology
Audience: Faculty (conference attendees who are faculty and also part-time developers)
Can Faculty Play a Positive Role in Mitigating Student Crisis?
Sarah Brooks, Molly Brown, Thaddeus Herron, Kathy Ott Walter, and Jonathan Paulo, James Madison University

Faculty of all ranks on university campuses across the nation strive for their students’ academic success in the classroom and beyond, success that at times is challenged by students’ personal struggles, including alcohol use. We are often left wondering: what is our role in addressing these issues? How can we best help connect our students with campus resources? This roundtable session (1) interrogates attitudes towards the roles that faculty can play in helping students with challenges, including student drinking; (2) and offers an overview of James Madison University’s faculty-student mentorship program, “Here to Help/H2H,” developed and implemented by faculty in 2010-2013.

Topics: Faculty Professional Development, Programs
Audience: Faculty (conference attendees who are faculty and also part-time developers)

Space Matters! Imagine, Brainstorm, Transform: Agile Classrooms and Pedagogy
Kathleen Kane and Leslie A. Lopez, University of Hawaii at Manoa

Influenced by the concept of agility in classroom environments and pedagogy, our Center for Teaching Excellence envisioned environments in which space and technology enable and sustain multiple and simultaneous platforms of teaching and learning. The predicament? To align agile design with faculty development for faculty who stepped away from sub-standard but familiar environments, facing surprising risks of becoming a co-learner in real time with their students. We will feature: design of energizing spaces for collaborative and innovative engagement, subsequent professional development, research on experience and outcomes, and preview of the current opening of three unique spaces in our Innovation Zone!

Topics: Faculty Professional Development, Technology
Audience: Open to all POD members

Structuring Student Risk for Rigor: A New, Motivating Grading System
Linda Nilson, Clemson University

Our current grading system earns low marks on many criteria. This session presents an alternative system, specifications (specs) grading, that does better, especially in motivating students to achieve outcomes and produce high-quality work. It also saves faculty time. The system works effectively because it gives students more choices and control and structures in challenge and risk to ensure greater rigor. A new gestalt on assessment, it combines satisfactory/unsatisfactory grading to uphold high performance standards, a token system to allow flexibility, and “bundles” of assessments associated with outcomes and final letter grades to accommodate institutional requirements.

Topics: Assessment, Faculty Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)
Is There A Simple Formula to Understand and Improve Student Motivation?
Kenn Barron and Chris Hulleman, James Madison University

Ideally knowledge of motivation theory and research would be used by all faculty to improve learning and instruction. However, because of its complexity, understanding motivation theory and research can be daunting. The purpose of this session is to showcase a new professional development approach aimed at simplifying this complexity. Instead of training faculty about multiple theoretical models of motivation, we describe our recent efforts to train faculty on a single, unifying motivation formula to help faculty quickly understand the major sources of students’ motivation and what faculty can do to redesign their courses to promote each source.

Topics: Faculty Professional Development, Teaching & Learning
Audience: Open to all POD members

New Faculty Mentoring for Teaching Success
Steven Freeman and Jennifer Leptien, Iowa State University

New faculty mentoring at Iowa State University has historically focused on helping faculty members establish their research agenda as they work toward meeting the scholarship requirements for tenure. To complement this research focused mentoring, the Center for Excellence in Learning and Teaching has established a campus-wide mentoring program to help new faculty achieve success in the teaching components of their responsibilities. The presenters will lead a group discussion of how to effectively create an infrastructure to support collaborative mentoring around learning and teaching activities. The session will focus on the cultural context of the audience’s institutions while providing specific implementation examples.

Topics: Assessment, Faculty Professional Development
Audience: Open to all POD members
The Risks and Rewards of Becoming a Campus Change Agent
Dr. Adrianna Kezar, University of Southern California

Higher education continues to face unprecedented change: new teaching approaches, emerging technology, rigorous expectations regarding accountability assessment; the push for internationalization, and demands for greater student access and success, among many others.

The resulting significant shifts on our campuses cannot occur without multi-level leadership and engagement from change agents throughout our respective institutions. Connecting with leaders at all levels on campus in order to lead change efforts—that many of our colleagues will resist—can be risky and requires courage. Faculty developers will find themselves making connections and developing new relationships in order act as effective change agents. Since they provide a key link between faculty and administrators who both need to be involved in such efforts, faculty developers need to learn and acquire new skills to be successful in their efforts. This plenary session will highlight how acting as a change agent requires a recognition that staff, students, faculty, and administrators have different levels of agency and that part of our work is to empower others to have the freedom to make meaningful changes for the common good.

Being a campus change agent requires taking risks, fostering connections, engaging in ongoing learning, and creating pathways that promote freedom for others by empowering them to act. During the plenary session, we will explore the reasons faculty developers are central to helping facilitate needed changes on campus, the specific role they can play as change agents, specific strategies that promote success, and challenges they may experience.

We will discuss case studies that illuminate the role faculty developers have played in moving forward meaningful changes and highlight their approaches to tapping into key campus challenges such as helping first generation college students, supporting interdisciplinary or integrating learning outcomes assessment.

Adrianna Kezar is a professor for Higher Education in the Rossier School of Education at University of Southern California. She has several years administrative experience in higher education as well both in academic and student affairs. Her field of expertise consists of change and leadership in higher education and her research agenda explores the change process in higher education institutions and the role of leadership in creating change. Dr. Kezar is also a well-known qualitative researcher and has written several texts and articles about ways to improve qualitative research in education. Kezar is well published with 14 books, over 75 journal articles, and over a hundred book chapters and reports. In 2011, she had two new books: Recognizing and Serving Low Income Students (Routledge,
2011) and Enhancing Campus Capacity for Leadership (Stanford Press, 2011). She has acquired over $5 million dollars in grant funding and has worked on grant-funded projects exceeding $12 million dollars on a variety of projects to fundamentally improve higher education.

Kezar has participated actively in national service, including being on the editorial boards for The Journal of Higher education, The Journal of College Student Development, Change, and The ERIC Review and serving as a reviewer for 17 journals in and outside higher education. Kezar also serves on numerous national boards including for the American Association for Higher Education, Association of American Colleges and Universities' Peer Review and Knowledge Network; National TRIO Clearinghouse; and the American Council on Education's CIRP Research Cooperative. Kezar holds a Ph.D. 1996 and M.A. 1992 in higher education administration from the University of Michigan and a B.A. 1989 from the University of California, Los Angeles. She joined the faculty at USC in 2003.

Dr. Kezar has received national awards for her editorial leadership of the ASHE-ERIC report series from ASHE, for developing a leadership development program for women in higher education from ACE, and for her commitment to service learning from the National Society for Experiential Learning.

**PLEASE NOTE:** We have 500 - 600 excellent seats available for this engaging plenary. Try to arrive a few minutes early. Volunteer ushers will be present to help fill all seats on time.

**Grand Ballroom**
12:00 – 1:30 PM

**Conference Lunch**

2:30 PM – 5:00 PM

**Excursion E3: University of Pittsburgh Pitt Nationality Rooms**
Meet in lobby at 1:15 PM for 2:30 PM tour
<table>
<thead>
<tr>
<th>Event Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Summary</th>
<th>Topics</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegheny</td>
<td>Seven Habits of Highly Numerate People (And So Can You!)</td>
<td>Matthew Salomone and Roben Torosyan, Bridgewater State University</td>
<td>Numeracy is the ability to explore our world with numbers, and to explore the numbers in our world. It is a habit of mind we can develop, but too often, we sell ourselves short: “I’m not a math person.” (Stereotype threat can exacerbate this). But we can catch ourselves getting it right, already using numbers everywhere, and even expand who we think we “are.” In an ever more data-driven society, how can faculty, faculty developers, and administrators build numerate habits in their classrooms, and across disciplines and institutions, to create a culture that gives voice to the numbers that count?</td>
<td>Assessment, Faculty Professional Development</td>
<td>Faculty (conference attendees who are faculty and also part-time developers)</td>
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<tr>
<td>Carnegie I</td>
<td>Cognitive Connections: Purposeful Questioning for Critical Thinking</td>
<td>Bridget Arend, University of Denver; Kim Hosler, University of Northern Colorado</td>
<td>Do your discussions suffer from surface-level responses, uneven participation, or a lack of direction? Is the freedom to learn hampered by shallow questions and responses? Classroom and online discussions provide increasing freedom to connect with students and promote critical thinking. However, purposeful facilitation is needed to achieve deeper learning. In this workshop, participants will explore the cognitive presence construct of the Community of Inquiry model, an empirically-derived framework for online classes that is also applicable to classroom discussions. Participants will dissect a discussion and will explore the use of appropriate question stems and questioning strategies for deepening inquiry.</td>
<td>Faculty Professional Development, Teaching &amp; Learning</td>
<td>Faculty (conference attendees who are faculty and also part-time developers)</td>
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<tr>
<td>Carnegie III</td>
<td>Risk Conversations: Best Practices for Becoming Change Shepherds on Campus</td>
<td>Thomas Tobin, Northeastern Illinois University</td>
<td>“Change management” is a nebulous concept with which teaching centers are sometimes tasked as they implement new teaching techniques, new technology solutions, and new work flows on campus. This session provides concrete practices for predicting, defining, and managing risks associated with common teaching-center initiatives, using the framework of formal project-management techniques.</td>
<td>Administration, Organizational Development</td>
<td>New/recent faculty developers (5 years or less)</td>
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Towards a Paradigm of Sustainability and Renewal in Higher Education  
*Virginia Lee, Virginia S. Lee & Associates; Susan Robison, "Professor Destressor"

The people who work within institutions of higher education show many of the same signs of stress and strain found in contemporary American society. Using a change model adapted for educational developers, participants will explore the implications of a new paradigm of human sustainability and renewal for higher education. Participants will leave with a framework and a range of strategies to move from the current to the new paradigm, one or two strategies appropriate to their own institutional context, and a heightened sense of empowerment as educational developers to effect meaningful change towards a sustainable future for higher education.

Topics: Faculty Professional Development, Organizational Development  
Audience: Open to all POD members

Continuing with Adrianna Kezar: An Informal Discussion Following her Plenary Session  
*Adrianna Kezar, University of Southern California*

This session is an opportunity for you to connect informally with Dr. Adrianna Kezar about the keynote session she delivered earlier this morning entitled "The Risks and Rewards of becoming a Campus Change Agent." You'll have an opportunity to engage in an extended discussion about the concepts and ideas from her talk and explore your related areas of interest. You can also ask questions and connect with other POD members who are particularly interested in her research and her recommendations for educators.

Current Best Practices for Working with Faculty Writers: Freedom to Succeed  
*Michele Eodice, University of Oklahoma; Anne Ellen Geller, St. John*

This interactive session will draw from recent research to offer ways to work with faculty writers that maintain their autonomy, dignity, and individual professional goals, without ignoring the very real demands on their time and intellectual capital. We will account for diversity by addressing the needs of part-time faculty, full-time faculty, and graduate students for writing support at a variety of institution types. We will involve participants in a planning exercise in order to create goals and activities for their developing a faculty writing support program.

Topics: Faculty Professional Development, Start-up  
Audience: Open to all POD members

Encouraging Risk in Graduate Teaching Assistant Training and Mentoring  
*Anna Turner, University of Central Florida*

Training programs can increase a graduate teaching assistant’s knowledge of discipline-specific and pedagogical topics appropriate for teaching in their department. Although teaching assistants may be more prepared after such training, not all assistants are afforded the opportunity to experiment with what they have learned. Some teaching assistants feel more like laborers than academics. This interactive session will explore the element of risk in the training and mentoring of graduate teaching assistants. Risk-taking can increase motivation in assistants and allow them to develop their teaching skills. We will discuss methods for incorporating risk in various types of teaching assistant appointments.

Topics: Graduate Student Professional, Teaching & Learning  
Audience: Graduate Student Professional Developers
### Monongahela
#### 1:45 PM - 3:00 PM

**28 Days Later: Decoding Zombie Content and 10,000 Teaching Techniques**  
*Joan Middendorf, Indiana University; Alan Kalish, The Ohio State University; Leslie Ortquist-Ahrens, Berea College; Shaun Longstreet, Marquette University*  

As they set out to help faculty take teaching risks, educational developers can be overwhelmed by the plethora of available teaching techniques. Meanwhile, almost half of all faculty members continue to shuffle blindly through content (Hurtado, et al., 2012) instead of focusing on crucial operations and adopting other methods. Both groups need a meta-strategy to mediate between disciplinary content commitment, the learning needs of students, and the growing set of possible interventions. Participants will practice decoding experts’ tacit knowledge to identify crucial mental operations and learn how the Decoding the Disciplines approach (Shopkow, Diaz, Middendorf & Pace, 2013) can help.

Topics: Faculty Professional Development, POD Professional Development  
Audience: Faculty (conference attendees who are faculty and also part-time developers)

### Oakmont
#### 1:45 PM - 3:00 PM

**It Takes a Campus: Promoting Information Literacy through Collaboration**  
*Karla Fribley and Karen St. Clair, Emerson College*  

Professional development opportunities that facilitate connections between faculty and other academic staff can provide the freedom to take the risks necessary to learn new ways to teach for enhanced learning. Recent interest in helping students become information literate prompts development of new ways to help institutions take on that challenge. This interactive session shares a professional development program so faculty can help students find, evaluate, and use information ethically and effectively. Attendees at this session will take away the effective program model, and engage in examples of the success-producing activities and tools incorporated in our collaborative program.

Topics: Faculty Professional Development, Programs  
Audience: Faculty (conference attendees who are faculty and also part-time developers)

### Oliver
#### 1:45 PM - 3:00 PM

**Risky Business: Supporting Institutional Data Gathering in Faculty Development Centers**  
*Meghan Burke and Tom Pusateri, Kennesaw State University*  

There can be many pressures on faculty development centers to take on tasks that may seem outside their purview. One of these areas might be to support collecting institutional data, including accreditation documentation, databases of student evaluations of teaching, or online faculty academic portfolios. Although there are difficulties and possibilities for problems, there can also be many benefits for a faculty development center engaging in this area. Most significantly, faculty developers can bring their understanding of best practices and their relationships with faculty to unify the administrative goals of the data with the faculty resources needed to create it.

Topics: Assessment, Organizational Development  
Audience: Administrators
Face-to-Face Teaching in an Era of Online Learning

Dorothe Bach, University of Virginia

As we reimagine higher education, learning, and technology, we are called to explore the value of the residential experience including the benefits of real-time, face-to-face teaching and learning. But what exactly is the unique potential of the in-person encounter for human learning? How can we best articulate the value of "Teaching Naked"? What are the specific rewards that come when students connect face-to-face with diverse peers, social groups and faculty in classrooms, research labs and community settings? In this roundtable, we will discuss research on value face-to-face learning, sharpen our ability to articulate its unique potential, and develop ideas for future research directions.

Topics: POD Professional Development, Research
Audience: Open to all POD members

Learning through Connecting: A Communal Model for Training Graduate Consultants

Claudia Cornejo Happel, Lindsay Bernhagen, and Stephanie Rohdieck, The Ohio State University

Many teaching centers employ graduate students to consult with TAs on their campuses. Training these novice consultants on the basic principles and practices of educational development is imperative. In this interactive session, panelists from a teaching center at a large research institution will share, from various perspectives, experiences with a communal model for training new graduate student consultants that reflects and supports the center’s collaborative philosophy. Participants will have an opportunity to consider what they value in training consultants, the benefits and challenges of employing a communal model, and how they might implement a communal model at their home institutions.

Topics: Graduate Student Professional, POD Professional Development
Audience: Open to all POD members

An Idealized Model for Presenting, Analyzing and Doing SOTL Projects

Craig Nelson, Indiana University

A systematic model for looking at SOTL projects will be presented using key examples of large gains for students from underrepresented backgrounds. It will be discussed, applied and critiqued by the participants. The model is especially helpful for teaching workshop presentations of the results of key studies and facilitates reinforcement of key ideas across examples. Thus, for each example: How was the new learning design directed at getting most or all students to do what academically successful students were already known to do? The model fosters better designs for new SOTL projects.

Topics: Faculty Professional Development, SoTL
Audience: Open to all POD members
**Dreaming Big: A Three-Year Faculty Development Curriculum Model**  
*Jana Hanson, Theresa Moore, and Al Rowe, Kirkwood Community College*

Many barriers exist that limit faculty developers from creating a comprehensive faculty development program. This session will describe and evaluate a three-year faculty development curriculum model used at a large community college. In addition, we will engage participants in a conversation regarding designing and implementing an effective faculty development program at their own institutions.

Topics: Faculty Professional Development, POD Professional Development  
Audience: Community colleges

**Social Identity Matters: Privilege in Higher Education**  
*Pamela Barnett, Temple University*

Peggy McIntosh has famously unpacked the “invisible knapsack” of privileges socially conferred upon whites, men and heterosexuals. This session extends her work by addressing the higher education context. What are the socially determined privileges and disadvantages that impact faculty as teachers and colleagues? How do social identities shape faculty-student interactions, experiences of classroom authority and legitimacy, academic community, and mentoring? Perspectives gained in this session can help underrepresented faculty prepare for challenges and help majority faculty be more informed colleagues and supportive mentors. This knowledge and perspective can guide institutional leaders to design mentoring programs that explicitly address social privilege.

Topics: Diversity, Faculty Professional Development  
Audience: Open to all POD members

**Capturing the Conversation: Using Interest in MOOCs to Change Teaching**  
*Rob Vanderlan, Cornell University; Jeff Himpele, Princeton University; Kim Kenyon, Cornell University; Theresa Pettit, Cornell University*

The explosive growth of MOOCs (Massive Open Online Courses) has sparked interest in, and conversation about, the future of teaching in colleges and universities. This conversation provides an opportunity to broaden the number of faculty willing to take risks in their teaching. As MOOCs make content readily available, Centers can help drive consideration of blended learning and flipped classrooms. MOOCs can spur conversations about what face-to-face teaching can do that MOOCs cannot and conversations about how tools developed for MOOCs can be adapted for use in face-to-face classes. This session explores how MOOCs can be tools to connect with faculty.

Topics: Faculty Professional Development, Programs  
Audience: Open to all POD members
Freedom to Explore: Helping Faculty to Support Student Learning Through Inquiry

Susan Shadle and J. Andy Goodman, Boise State University

Inquiry-based methods are important student-centered pedagogical tools because they tap the curiosity of the learner and prime students to take an active role in constructing understanding. However, many faculty have little knowledge of how one might plan or implement an inquiry-based approach. For faculty new to inquiry learning, a simple framework that allows students the freedom to construct understanding and provides scaffolding for the instructor to be able to predict what will happen can be very helpful. This session will model an inquiry approach and provide frameworks and strategies for introducing inquiry-based learning to faculty during workshops or consultations.

Topics: Faculty Professional Development, Teaching & Learning
Audience: Open to all POD members

Break

Tipping the Campus Culture: A Process of Learning and Connections

Ursula Sorensen and Anton Tolman, Utah Valley University

A central role of 21st century faculty developers is to facilitate a teaching culture shift towards more of a learner-centered paradigm. In his book, The Tipping Point, Malcolm Gladwell (2002) describes factors that are crucial in “tipping” or creating culture shifts. He identifies three types of individuals central to creating a tipping point: connectors, mavens, and salespeople. This session describes how Gladwell’s ideas might be used to facilitate culture shift through faculty development and results of a study testing these ideas will be presented. Participants will also explore how these ideas may benefit their own faculty development programs.

Topic: Faculty Professional Development
Audience: Open to all POD members

Cognitive Complexity: A Theoretical Framework for Designing Center Activities

Kay Sagmiller and Robin Pappas, Oregon State University

Our tier-one research institution Center was in need of restructuring and renewal. What we’ve come to realize is that reflecting on and updating or even revamping a Center’s paradigm is an opportunity to be savored. Using Norman Webb’s theoretical Model of Cognitive Complexity as a framework, the CTL faculty restructured and aligned the design, delivery and assessment of all Center events. The result is we are now referred to as “the buzz on campus,” with event attendance at an all-time high.

Audience: Open to all POD members
**Freedom to Visualize: Connecting, Risking, and Learning through Photographs**

*Martin Springborg, Minnesota State Colleges and Universities; Cassandra Volpe Horii, California Institute of Technology*

Visual representation, specifically photography, remains a neglected category of evidence for teaching and learning in higher education. The presenters have found that photographic documentation of teaching can serve a key function in educational development. In an ongoing project, they have worked with faculty to document their teaching visually. Their work has sparked discussions about teaching, giving people the freedom to connect across campus sectors.

Through visual exercises, discussion, and creative re-envisioning, session participants will reconsider the images their institutions use to portray faculty work, teaching, and learning—leading us all, literally, to see our work differently.

Topics: Faculty Professional Development, POD Professional Development
Audience: Open to all POD members

**Sticky Syllabi: Creating Inspiring Documents through the SUCCESs Model**

*Christina Petersen, University of Minnesota; David Langley, University of Minnesota; Cheryl Neudauer, Minneapolis Community & Technical College*

A mismatch exists between modern principles of “sticky” messages (Heath & Heath, 2008; Reynolds, 2012) and the typical format of course syllabi. Text-heavy, legalistic, and often overly detailed, the syllabus remains a document that rarely inspires or energizes students, despite notable efforts at reconfiguring its structure (e.g., Nilson, 2003). We have reinterpreted the Heath brothers SUCCESs model toward syllabus construction, demonstrating how this model helps to redesign syllabi that are well-received by students. In addition, an attractive and creative syllabus of this type forges the first link in a chain of consistent, motivating communication messages across semester-length courses.

Topics: Faculty Professional Development, POD Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)

**Exploring Issues of Perceptual Bias and International Faculty**

*Shivanthi Anandan, Drexel University*

The number of international faculty in US academic institutions continues to increase due to the globalization of research and teaching. While the hiring of international faculty undoubtedly increases the cultural diversity and academic base of the institution, such increases bring with them some unique issues, including perceptual bias. Since perceptual bias can affect the satisfaction, productivity and retention of international faculty, it is critical that this bias be recognized and discussed in the academy. This interactive session will focus on bias, especially perceptual, in a university setting. Participants will work collectively on strategies to mitigate bias (real as well as perceived) towards international faculty.

Topics: Diversity, Faculty Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers)
Connecting Faculty to Support Publishing SoTL and Undergraduate Research
Amy Buddie and Tom Pusateri, Kennesaw State University

Faculty often report difficulty finding time for writing. In this session, we will examine how faculty developers can contribute to writing productivity of faculty, particularly when their scholarship is connected to teaching and learning issues. Our faculty development center organizes three interdisciplinary groups that help faculty prepare work for publication: a SoTL multi-day retreat and two faculty learning communities, one for SoTL and one for faculty/student research teams. We will discuss the structure of these groups and data on their effectiveness. Attendees will leave this session with a plan for organizing similar groups on their own campuses.

Topics: Faculty Professional Development, Programs
Audience: Open to all POD members

Scholarship of Teaching and Learning (SoTL): Fosters Freedom to Connect
Phyllis Blumberg, University of the Sciences in Philadelphia

In this train-the-trainer session, participants will acquire skills to empower faculty with the freedom to learn from and through SoTL using a progression from reading relevant literature to conducting SoTL. While discussing provided guidelines for 1) selecting the most relevant educational literature, 2) judging the quality of research literature including methods and implications, and 3) evaluating the strength of evidence given in different types of articles, the participants will focus on how they can use these guidelines to enhance faculty participation in SoTL. We will discuss the scholarship their faculty can do on effective teaching leading to SoTL.

Topics: Faculty Professional Development, Programs
Audience: Open to all POD members

Is Your Center Uninvolved or Too Involved with New Initiatives?
Micah Logan and Suzanne Tapp, Texas Tech University

Is your teaching and learning center in the middle of new campus initiatives? If so, did you have freedom to get involved or not? Schroeder (2011) notes that many centers support key initiatives instead of serving as leaders of these movements. While some centers may be overwhelmed and called to play a part in every new campus initiative, others struggle to have a voice. Whether we find ourselves overburdened or underutilized by upper administration, it behooves us to consider how we can match the needs of the institution with the missions of our centers, and make decisions that support both.

Topics: Faculty Professional Development, Organizational Development
Audience: Open to all POD members
Saturday, November 9

**Parkview East**  
3:15 PM - 4:30 PM

**Roundtable**

**Best Practices: Learning Experiences for Graduate Students’ Development in Teaching**  
*Rasheedah Richardson and Catherine Cherrstrom, Texas A&M University*

How do we best prepare future STEM faculty for the risk associated with teaching, risk that involves engaging undergraduate students in the precarious progression from surface to deep learning? Teaching requires disciplinary competence and pedagogical "know-how". This study uses research design to understand the learning experiences of doctoral students enrolled in a professional development in teaching course. Best practices for building students’ competence in teaching will be discussed. Strategies for sequencing learning experiences will be shared. Participants will leave the session with ideas on how to select, design, and sequence learning experiences to foster graduate student professional development in teaching.

Topics: Graduate Student Professional, Organizational Development  
Audience: Open to all POD members

**Parkview West**  
3:15 PM - 4:30 PM

**Roundtable**

**Constructive Collaborations Between Teaching and Learning and Educational Technology Centers**  
*Rebecca Sholes and Annie Soisson, Tufts University*

The nature of faculty development partnerships and the use of emerging technologies in higher education are changing rapidly. The coming changes for teaching and learning as a result of new technologies present an opportunity to revisit the center of our educational mission. It is critical that those who provide faculty development for teaching and the use of technology collaborate closely and effectively.

In this session, presenters will focus on institutions where faculty development is not centralized and discuss successful collaborations between teaching and learning and educational technology departments to offer a joint approach to faculty development, and address institutional challenges.

Topics: Organizational Development, Programs  
Audience: Open to all POD members

**Phipps**  
3:15 PM - 4:30 PM

**POD-Sponsored Session**

**Diversity Committee Grants Program: Past, Present, and Future**  
*Suzanne Weinstein, Penn State University; Lindsay Bernhagen, The Ohio State University; Lori Schroeder, Metropolitan State University*

Assessment is vital to establish the validity and impact programs have on a particular community or group. The Diversity Committee is charged with increasing the recruitment and retention of members from underrepresented groups and institutions in POD as well as to cultivate greater critical attention to questions of diversity in faculty development. The results of surveys given to successful and unsuccessful applicants of two grant programs housed in the DC will be discussed during this session. The Committee hopes to gather suggestions from participants including former and current grant recipients to help inform and sustain future DC grant programs.

Topics: Assessment, Diversity, POD Professional Development
Riverboat
3:15 PM -
4:30 PM

A Learning-Centered Teaching Approach to Foster Retention and Persistence
Barbara Millis, University of Texas, San Antonio

Numerous studies support the role that active learning and structured group work play in fostering diverse students’ commitment to learning. Students in small groups typically “bond” with teammates as they actively engage in challenging, but interesting, problem-solving tasks. Thus, even in large classes, students often will attend classes and complete courses. This session will not only cover the basics of effective group work, but it will also model classroom management tools such as using group folders and playing cards to build in accountability. A handout packet will reinforce the learning through research summaries and the URLs of supportive literature.

Topics: Diversity, Retention
Audience: Open to all POD members

Three Rivers
3:15 PM -
4:30 PM

Integrating IDEA Teaching Methods with NSSE Engagement Indicators
Ken Ryalls, The IDEA Center, Inc; Dan Li, The IDEA Center, Inc.; Jillian Kinzie, NSSE

An integrated map is presented, which associates NSSE’s new Engagement Indicators with IDEA’s Teaching Methods. The conceptual framework of the map is explained, and is supported by statistical analysis of the relationship between the two assessment tools. Campuses who utilize both IDEA and NSSE will now be able to better integrate the two tools, leading to the possibility of more comprehensive assessment of student perceptions as well as better targeting of faculty and organizational development. These possibilities will be explored through small group discussions utilizing IDEA and NSSE datasets of a fictitious institution.

Topics: Assessment, Faculty Professional Development
Audience: Open to all POD members

Vandergrift
3:15 PM -
4:30 PM

Cross-Sector Educational Development: The Community Center for Teaching Excellence
Christopher Price, SUNY Brockport; Jonathan Iuzzini, Monroe Community College; Ann Pennella, Monroe Community College

Based at Monroe Community College in Rochester, New York and supported by a grant from the U.S. Department of Education, the Community Center for Teaching Excellence (CCTE) creates connections between educational professionals. Using professional learning communities, the CCTE serves as a bridge between the K-12 schools, community colleges, and four-year colleges in the region. In this roundtable discussion, we will talk about how the CCTE incorporates educational development practices from a wide variety of institutional settings to improve learning outcomes in our community and help the attendees think about how they might do the same in theirs.

Topics: Faculty Professional Development, Organizational Development
Audience: Open to all POD members

4:30 PM – 4:45 PM
Break
### Interactive Sessions, 4:45-6:00 PM

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<th>Location</th>
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<th>Speaker(s)</th>
<th>Description</th>
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| Oakmont  | Connecting Adjunct Faculty to Online Professional Development and Support     | Kathleen Kirsch, Mary Jo Carnot, Jo Forstrom, Elizabeth Ledbetter, Daryl O'Hare, and Joy Omelanuk, Chadron State College | The increased reliance on adjunct faculty has caused smaller institutions to consider changes to campus culture to connect with and provide professional development and support for adjunct faculty, both online and face-to-face. The critical information needed by adjunct faculty is delivered via an LMS course site, making materials and collaborative engagement available at any time. Traditional mentoring processes are extended to all adjunct faculty in a format that meets their preferences, in response to solicited adjunct faculty feedback. Continued evaluation of the site and of administrative processes has enhanced adjunct faculty experiences and their connections to campus.  
Topics: Adjunct Professional Development, Organizational Development  
Audience: Open to all POD members |
| Riverboat| Averting Death by PowerPoint! From Killer Professors to Killer Presenters     | Christy Price, Dalton State College                                         | Even as we move toward more active methods, it is likely that professors will still have to disseminate some information to students. In order to be effective and allow our students more freedom to learn we may need to take risks and change the way we convey messages. Drawing from the research in both cognitive and educational psychology to apply what we know about learning, we will then look to the communication literature in order to optimize our effectiveness in motivating students to achieve outcomes. Participants will be provided with a guide for developing content that will resonate, captivate and transform students.  
Topics: Faculty Professional Development, POD Professional Development  
Audience: Faculty (conference attendees who are faculty and also part-time developers) |
| Shadyside| Learning Our Own Field, Taking Risks, and Connecting: POD’s INFD             | Michele DiPietro, Kennesaw State University                                | What is the core of educational development and what are its growing edges? How do these new areas/roles challenge its ethos? What philosophical orientation, knowledge, and skills should newcomers possess? As educational development professionalizes itself, these questions become critical. POD’s Institute for New Faculty Developers (INFD) answers these questions every two years, but the field doesn’t profit from INFD’s accumulated wisdom. In this interactive session, we will use programs, needs assessments, evaluations and other evidence from recent INFDs, as well as participants’ insights, to map our field, project its future, and discuss strategic responses.  
Topic: POD Professional Development  
Audience: Open to all POD members |
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| 4:45 PM - 6:00 PM | **Beyond the Usual Suspects: Encouraging faculty connections in professional development**  
Dakin Burdick, Endicott College; Tim Doherty, Rivier College; Naomi Schoenfeld, Rivier College  
Faculty development are often populated by “the usual suspects”; those who enjoy discussing teaching. To have the greatest impact on campus, faculty developers need to attract and include as many faculty members as possible. Drawing on both the research on improving the impact of faculty development efforts and the ideas of POD’s “Bright Ideas”/Innovation Award winners, this interactive session will offer numerous suggestions for increased involvement with faculty development initiatives. Participants will leave with potential activities and assessments to increase the number and diversity of faculty participants in their initiatives.  
Topics: Faculty Professional Development, POD Professional Development  
Audience: New/recent faculty developers (5 years or less) |
| 6:00 PM —      | **Dinner on your own** (sign-up sheets near registration, 17th floor) |
| 8:00 PM - 10:00 PM | **Excursion E4: Pittsburg Symphony, Sheherazade**                  |
| 8:00 PM - 10:00 PM | **Excursion E5: Pittsburgh Public Theatre, True West**             |
Morning Yoga with Dorothe Bach

Conference Breakfast

Flipping the Mindset: Reframing Fear and Failure as Development Catalysts
Traci Stromie, Kennesaw State University; Josie Baudier, Kennesaw State University; Diane Boyd, Furman University

The anchor session for the 2013 POD conference provides an opportunity to develop and apply what we have learned at this year’s conference. We will connect with colleagues who have faced similar professional challenges, consider appropriate risks in faculty development, and build plans to move forward.

Fear of failure has the potential to influence crucial faculty development decisions. We may reject innovation, instead concentrating on surface adjustments to reduce the risk of failure because we are beyond our “old, familiar frame of reference but not yet firmly ensconced in a...new one” (King & Felten, p.6). Perhaps our most important decisions occur post-failure, because these liminal moments offer unique opportunities to plan how to address future challenges. When we work through our self-imposed risk-taking barriers, we open up whole new ways to connect, learn, and grow.

Our theoretical framework blends Threshold Concepts, motivational theory, and effective practices to provide a safe place to guide participants through a field-tested reflective process: identify an individual work-related failure, examine fears that prevent building innovative faculty development practices, analyze the root causes of fears and fails, strategize solutions and opportunities for growth, and plan for future success. Don’t miss this opportunity to consolidate key ideas from this year’s conference, connect with colleagues, and build on all you have learned this week. You will depart Pittsburgh inspired, energized, and ready to meet your next faculty development challenge.

Excursion E6: Fallingwater

See you in Dallas, Texas November 5 – 9, 2014 at the Intercontinental Dallas for the 39th annual POD Conference.
We would like to thank the many volunteers who step forward, often at the last minute, to volunteer during the conference by welcoming newcomers, staffing the registration desk, and performing so many other important, though sometimes invisible, tasks that make our conference a success. We wish to thank the individuals listed below for their valuable contributions to this year’s conference.

Kathryn Plank, POD President
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*Our thanks go out to:*

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It is my absolute pleasure to invite you to join us in Kingston for the 33rd STLHE Conference in June 2014. Together with our partner institutions, St. Lawrence College and Royal Military College, Queen’s is delighted to be hosting this event. The conference theme of transforming our learning experiences is a timely reflection of the enormous changes in the higher education landscape.

We don’t have to look far to see evidence of large-scale change, including an increasing focus on teaching and learning at all levels of post-secondary institutions, fabulous new learning spaces, innovations in technology-enhanced education, and first-class scholarship on teaching and learning. I look forward to taking part in inspiring discussion and debate and encourage all of you to share some of our own transformational practices at STLHE 2014—as scholars, as teachers, and as scholarly teachers.

The conference team is hard at work to ensure your time on the shores of Lake Ontario in Canada will be both intellectually transformative and truly enjoyable. We look forward to seeing you in Kingston for STLHE 2014.

Dr. Jill Scott, Vice-Provost (Teaching and Learning)
Queen’s University at Kingston

Queen’s University sits on the traditional lands of the Haudenosaunee and Anishinaabe peoples.

June 17 to 20, 2014 • Kingston, Ontario, Canada
The Evolution of a Movement: Orchestrating a Campus-Wide Learning-Centered Course Redesign Project

From Declining by Degrees to Academically Adrift, everywhere we turn the call for reform in higher education has been loud and clear. One of the most wicked problems confronting administrators seems to be a demand for faculty development which inspires faculty to alter their methods in order to optimize student success and achievement of learning outcomes, while also promoting student responsibility. Increasing evidence suggests a shift toward a learning-centered paradigm as an appropriate solution. Using our experience orchestrating a campus-wide learning-centered course redesign, we combine critical components of the leadership, course-redesign, and learning-centered literature to demonstrate how academic leaders can effect change, as well as create a receptive environment in which the seeds for transformation can take root.

Participants will discuss Kotter’s (1996) 8-stage leading change model to create a plan for orchestrating a progressive change movement on their own campus as well as strategies provided in the leadership literature by Blount (2012), Brady & Woodward (2005), and Collins (2005. They will formulate a plan for guiding faculty in the design and implementation of more learning-centered courses based on the framework provided by Weimer (2013) & Blumberg (2009) and utilize the foundational concepts provided by Harris & Cullen (2010) in order to develop a more learning-centered campus.

Institute Leaders:
Christy Price, Founding Director of the Center for Academic Excellence and Coordinator of Course Redesign, Dalton State College
Sandra Stone, Vice President for Academic Affairs, Dalton State College
For the past eighteen years, POD has been a very important part of my development as an educational developer. I have benefited from the warm and collegial relationships, mutual support and my union with other educational developers who are working together to advocate for the value of our work. For all of these reasons, I made a bequest to POD in my recent estate planning as a legacy for future generations of educational developers.

Virginia S. Lee, Ph.D.
Former President, POD Network

Leave A Legacy for the Future of POD

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