

Welcome to the POD Network

Welcome to the 39th Professional & Organizational Development Network in Higher Education (POD) conference!

The conference program is filled with opportunities for you to explore our conference theme, *Leverage*. Traditional POD conference features include the plenary session, interactive workshops, roundtable discussions, poster presentations. This year we continue with sessions that started last year, Birds of a Feather. As in the past, we offer you ample opportunity to network through shared meals, expeditions, informal meetings, the Welcome Reception, the resource and job fair, and new this year – POD Unconference sessions. Specific and new conference highlights include the following:

1. Dr. Cathy Davidson delivers her plenary, **Learning to Learn**, on Friday, November 7, 10:30 AM - 12:00 PM.
2. **Leveraging our Collective Experience: Reflections from Long-Time Faculty Developers & Participants** is our Sunday anchor session on Sunday, November 9, 8:30-10:30 AM. It will be facilitated by Deb deZure (Michigan State University), Alan Kalish (The Ohio State University), Matt Kaplan (University of Michigan) and Matt Ouellett (Wayne State University).
3. 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.
4. New this year is POD Unconference, which will offer conference participants opportunities to engage in peer-to-peer learning, collaborative activities, and creative experiences. POD-U sessions are set up so the attendees decide the topics and discussions for the session.
5. 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.
6. The POD Dance and Karaoke Party will be Friday night after the banquet. New this year is a photo booth - plan to see your pictures at lunch on Saturday!
7. Early morning yoga sessions for all who are interested will be led by certified yoga instructor and long-time POD member Michele DiPietro

To help you get the most out of the many opportunities the conference offers, volunteers will be available in a welcome and 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!

Leslie Ortquist-Ahrens, POD President, 2013-14

Allison Boye, POD Conference Co-chair
Jake Glover, POD Conference Co-chair
Bill Watson, POD Program Co-chair
David Sacks, POD Program Co-chair
Hoag Holmgren, POD Executive Director

POD Executive and Core Committees

President (2014-2015)

Leslie Ortuist-Ahrens, Scholar of Teaching and Learning, Center for Transformative Learning, Berea College

Past President

Kathryn Plank, Director, Center for Teaching and Learning, Otterbein University

President Elect

Deandra Little, Managing Director, Center for the Advancement of Teaching & Learning, Elon University

Chair of Finance

Mary Wright (2012-2015)
Director of Assessment and Associate Research Scientist, Center for Research on Learning and Teaching (CRLT), University of Michigan

Executive Director

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

Core Committee Members

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

Donna Ellis (2014-2017)
Director, Centre for Teaching Excellence
University of Waterloo

Francine Glazer (2014-2017)
Assistant Provost & Director
Center for Teaching & Learning
New York Institute of Technology

Stacy Grooters (2014-2015)
Director, Center for Teaching and Learning
Stonehill College

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

Debra Lohe (2014-2017)
Director, Reinert Center for Transformative Teaching and Learning
Saint Louis University

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

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

Mei-Yau Shih (2014-2017)
Associate Director, Center for Teaching & Faculty Development
University of Massachusetts Amherst

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

Todd Zakrajsek (2014-2017)
Executive Director, Academy of Educators
University of North Carolina at Chapel H

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.

Conference Overview

2014 Conference Schedule-At-a-Glance

The POD conference registration desk will be open on the Ballroom Level at these times:

Wednesday 10:00 AM to 5:00 PM
 Thursday 7:30 AM to 5:00 PM
 Friday 7:30 AM to 5:00 PM
 Saturday 7:30 AM to 5:00 PM

Wednesday, November 5th

9:00 AM	9:00-5:00 POD Core Meeting	
1:30 PM		1:30-4:30 Pre-Conference Workshop W1 (Part 1) Pre-Conference Workshop W2 (Part 1)

Thursday, November 6th

6:00 AM	6:00-7:00 Yoga		
8:30 AM	8:30-12:00 Pre-Conference Workshops : W1 (Part 2) W2 (Part 2) W3-W13	8:30-12:00 POD Core Meeting	9:00-5:00 Vendor Exhibit
1:30 PM	1:30-2:45 Interactive, Roundtable, and Research Sessions	1:30-4:00 Excursion E1: George W. Bush Presidential Library	
3:00 PM	3:00-4:15 Interactive, Roundtable, and Research Sessions	1:30-4:00 Excursion E2: Sixth Floor Museum (JFK's	

		Life, Death, and Legacy)	
4:30 PM	4:30-5:30 Introduction to POD for first-time attendees		
5:30 PM	5:30-6:30 POD Welcome Reception, co-hosted by the POD Diversity Committee and POD Membership Committee (cash bar)		
6:30 PM	6:30-8:00 Conference Dinner: Welcome and President's Address		

<i>Friday, November 7th</i>			
6:00 AM	6:00-7:00 Yoga		
7:00 AM	7:00-8:45 Conference Breakfast		
7:30 AM	7:30-8:45 Birds of a Feather (BOFs)		7:30-10:30 Vendor Exhibit
9:00 AM	9:00-10:15 Interactive, Roundtable, and Research Sessions; Job Fair		
10:15 AM	Break		
10:30 AM	10:30-12:00 Plenary Session - Cathy Davidson		
12:00 PM	12:00-2:00 Lunch-on-Your-Own & Committee Meetings	12:00-1:15 PM Lightning Talks - POD Unconference	12:00-6:00 Vendor Exhibit
1:15 PM	1:15-2:00 POD Members Meeting		
2:15 PM	2:15-3:30 Interactive, Roundtable, and Research Sessions	2:00-4:30 Excursion E3: South Fork Ranch (home of the Ewings for the TV series Dallas)	
		2:00-4:30 Excursion E4: Dallas Arboretum	
3:30 PM	Break		
3:45 PM	3:45-5:00 Interactive, Roundtable, and Research Sessions	3:45-5:45 Poster Session	
5:15 PM	5:15-6:45 Resource Fair (cash bar)		
7:00 PM	7:00-8:30 POD Awards Banquet		
8:30 PM	Karaoke/Dancing		

Saturday, November 8th

7:00 AM	7:00-8:00 Yoga	7:30-5:00 Vendor Exhibit
	7:00-8:45 Conference Breakfast	
	7:00-8:45 Graduate & Professional Student Developers Breakfast	
9:00 AM	9:00-10:15 Committee Meetings	
10:15 AM	Break	
10:30 AM	10:30-11:45 Interactive, Roundtable, and Research Sessions.	
12:00 PM	12:00-1:30 Networking Lunch	
1:45 PM	1:45-3:00 Interactive, Roundtable, and Research Sessions; SpeedGeeking - POD Unconference	2:00-4:30 Excursion E6: Ross Perot Museum of Nature & Science
3:00 PM	Break	
3:15 PM	3:15-4:30 Interactive, Roundtable, and Research Sessions;	3:00-6:00 Excursion E5: Cowboys Stadium
6:00 PM	Dinner-on-Your-Own	7:00-10:00 (subject to change) Excursion E7: Dallas Symphony: Bartok's BlueBeard's Castle

Sunday, November 9th

6:00 AM	6:00-7:00 Yoga
7:00 AM	7:00-8:30 Conference Breakfast
8:30 AM	8:30-10:00 POD-Sponsored Anchor Session: Leveraging Our Collective Experience: Reflections from Long-Time Faculty Developers
12:00 PM	12:00-7:00 Excursion E8: Grapevine Vintage Railroad Tour

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 Session

The plenary speaker is a nationally and internationally renowned expert in higher education and/or educational development. Her broadly scoped talk will center on the conference theme and invite participants to engage in dialogue during and after sessions. The plenary presenter was selected by the conference team.

Pre-Conference Workshops; Interactive, Roundtable, Research, and Poster Sessions

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 6. 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 5 and conclude the morning of Thursday, November 6.

Interactive sessions, which are 75-minutes in length, combine brief presentations or panel discussions with methods designed to engage 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 75-minute 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 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.

POD Session Topics and Audiences

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

Introduction to POD Unconference (POD-U)

This year at the conference we are grouping some of our sessions under the heading of POD Unconference (POD U). The “unconference” concept started in the tech sector and has been quickly adapted by other fields. An unconference approach emphasizes peer-to-peer learning, collaboration, and creativity. These sessions bring together conference attendees who have common interests but there is flexibility and spontaneity that shape the style, subject, and/or flow of the interactions. Previous POD conferences have used an unconference approach with the Birds of a Feather Sessions, the Resource Fair, Job Fair, Poster Session, and The Doctor Is In. This year, we’re embracing and expanding the unconference approach by calling it POD U and by also offering new and dynamic sessions called Lightning Talks and SpeedGeeking. Information about all of these session types is provided below.

Birds of a Feather (BoF) Sessions

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.

Poster Session

The Poster Session will be held on Friday afternoon from 3:45-5:45 PM and presenters will share research, observations, and/or insight from their institutions. This is an excellent opportunity for attendees to network with representatives of many institutions and find colleagues working on interesting problems. The Poster Session will be held in the room next to the Resource Fair and accompanying reception.

The Doctor Is In

This session is provided by members of the POD Research Committee and POD Grant Committee and will provide general assistance, support, and advice to those contemplating conducting educational research, Scholarship of Teaching and Learning or writing a competitive POD Network grant proposal. Research could be of various kinds, quantitative as well as qualitative, related to teaching, learning, assessment, evaluation, and professional, organizational, or instructional development. Educational development researchers are under increased pressure for research funding; therefore, grant proposal consulting has been added this year.

Lightning Talks

During Lunch-on-Your-Own, the Lightning Talks session will be held on Friday from 12:00 PM until 1:15 PM. There will be 10 conference attendees who will each offer a 5-minute dynamic and engaging talk on an exciting aspect of their work, or a significant professional question, or lesson learned about faculty development that will resonate with the POD audience. After the speakers completed their Lightning Talks, there will be time for attendees to meet and greet with the speakers to spark a sharing of ideas, collaboration and continued conversation during the session and beyond. POD members will be invited to submit Lightning Talk titles in advance of the conference and speakers will be finalized through an online voting process prior to November.

SpeedGeeking

On Saturday afternoon from 1:45-3:00 PM we will provide a forum for our POD version of speed dating! POD members will be invited to show up on Saturday afternoon and be prepared to submit themselves as a "SpeedGeek" who is ready to engage a small table of colleagues in an exchange of exciting ideas that spark innovation and lead toward emerging practices. Participants will submit their SpeedGeek topic on a card prior to the start of the session and cards will be chosen randomly at the beginning of the session and those SpeedGeekers picked will be assigned to a table in the room. Session attendees will then visit tables in round robin fashion to listen to each SpeedGeekers for seven minutes before jumping to a new table and topic at the sound of the bell. The session provides a fast-paced and fun way to connect with colleagues and/or topics new to you. This type of session can be described as a dynamic, quick moving "posterless poster session" and SpeedGeekers are invited to bring their own visual aids (or not).

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 AM - 8:45 AM in Crystal VII. 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 PM - 1:00 PM in Crystal VII. 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 AM - 8:45 AM.

Morning Yoga Practice

Leverage body, mind, and heart to get the most out of your conference experience with an early morning yoga practice that will stretch you, ground you, and focus you. The practice is open to all levels of experience, including first-timers, and will include physical postures and introspective work. Bring a mat,

and a bottle of water if you like.

A certified yoga teacher since 2009, Michele DiPietro has been a student of yoga for 10 years and teaches in a variety of styles. He integrates physical postures, breath work, and chakra awareness to encourage others to find their grounding in their practice and, from there, their growing edge.

Accessibility Coordinator

Tricia Elam Walker is the Accessibility Coordinator for the POD Conference. Anyone with accessibility needs should contact her at patricia.elam@simmons.edu prior to the conference or at 202-329-4489 during the conference. Accessibility needs include handicap and wheelchair access, hearing or vision issues, food allergy and restriction issues and other special needs. Also presenters need to make certain their presentations are in accordance with presenter recommendations outlined on Wikipodia.

POD Robert J. Menges Award for Outstanding Research in Educational Development

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:

Insert winner and session information here

2014 Committee:

Donna Ellis, *University of Waterloo* (Chair); Virginia Lee, *Virginia S. Lee & Associates, LLC*; Bonnie Mullinix, *TLT Group & Jacaranda Educational Development, LLC*; Michael Palmer, *University of Virginia*; Kathryn Plank, *Otterbein University*; Catherine Wehlburg, *Texas Christian University*

POD 2014 Donald H. Wulff Diversity Travel Fellowships & Internship Recipients

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

1. Kari Chancey & Colleagues, Oklahoma State University Institute of Technology
2. Mallory (Mel) Chua, University of Purdue
3. Tricia Elam Walker, Simmons College
4. Veta Goler, Spelman College
5. Denise Leonard, Washington University St. Louis
6. Jennifer Stanton, TBD
7. Audriana Stark, University of New Mexico
8. Tamika Tounsel, University of Michigan

The POD Network, upon recommendation of the Diversity Committee, has awarded the 2014 Faculty/TA Instructional Development Internship Grant to: Stonehill College, Eaton, MA, submitted by Stacey Grooters, Director for Teaching and Learning, and Assistant Professor in English.

Information about these grants can be found at www.podnetwork.org/grants_awards.htm.

2014 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 2014 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.

2014 Committee:

insert updated committee information here

2014 Excursions

Below is an overview of excursions for this year's conference. Some spaces may still be available. Please contact (insert contact information here) for additional information on excursion availability.

Times denote hotel departure and estimated return. Plan to be ready 15 minutes before departure.

Excursion E1: George W. Bush Library
Thursday, November 6
1:00 PM - 3:30 PM

Excursion E2: Sixth Floor Museum (JFK's Life, Death, and Legacy)
Thursday, November 6
1:30 PM - 4:00 PM

Excursion E3: South Fork Ranch (home of the Ewings for the TV series Dallas)
Friday, November 7
2:00 PM - 4:30 PM

Excursion E4: Dallas Arboretum
Friday, November 7
2:00 PM - 4:30 PM

Excursion E5: Cowboys Stadium
Saturday, November 8
3:00 PM - 6:00 PM

Excursion E6: Ross Perot Museum of Nature & Science
Saturday, November 8
2:00 PM - 4:30 PM

Excursion E7: Dallas Symphony: Bartok's BlueBeard's Castle
Saturday, November 8
7:00 PM - 10:00 PM

Excursion E8: Grapevine Vintage Railroad Tour (post-conference excursion)
Sunday, November 9
12:00 PM - 7:00 PM

The following program guide lists information about plenary sessions, concurrent sessions, and other conference highlights, including entertainment, meals, and special events.

Wednesday, November 5

Wednesday At-a-Glance

9:00 AM - 5:00 PM	POD Core Committee Meeting	Garden Court III
10:00 AM - 5:00 PM	Conference Registration and Welcome	Ballroom Level
1:30 PM - 4:30 PM	Pre-Conference Workshops (W1, Part 1 and W2, Part 1)	

Pre-Conference Workshops, Wednesday, 1:30 PM - 4:30 PM

Lalique I

1:30 PM - 4:30 PM

W1, Part 1: Getting started: Workshop for New Faculty Developers

Teresa Johnson, The Ohio State University; Jonathan Iuzzini, Monroe Community College; Michele DiPietro, Kennesaw State University; Victoria Bhavsar, California State Polytechnic University-Pomona

POD-Sponsored Session

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. Each participant will leave the session with an individual action plan and a support network to help you achieve your goals.

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

Waterford A

1:30 PM - 4:30 PM

W2, Part 2: Leveraging Whole Person Faculty Development through a Center Sponsored Retreat

Steven Hansen, Duquesne University; Leslie Lewis, Duquesne University

Does your faculty need a way to relax, reflect, and re-energize in the company of colleagues who are deeply invested in teaching? This preconference session will give you the opportunity to experience retreat moments and plan a mini-retreat that emphasizes whole person development. We will explore how holistic development through retreat helps faculty with professional acclimation, interpersonal skills, career decisions, and self-reflective practices. When faculty from diverse disciplines, cultural backgrounds, career stages and paths retreat together, they develop a sense of community and new perspectives for getting along within the institution, with colleagues, and with their own developing teaching values.

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

Thursday, November 6

Thursday At-a-Glance

6:00 AM - 7:00 AM	Yoga with Michele DiPietro	Le Gala
7:30 AM - 5:00 PM	Conference Registration and Welcome	Ballroom Level
8:30 AM - 12:00 PM	Pre-Conference Workshops (W1, Part 2; W2, Part 2; W3-W13)	
8:30 AM - 12:00 PM	POD Core Committee Meeting	Garden Court III
9:00 AM - 5:00 PM	Vendor Exhibit	Crystal Ballroom Foyer
12:00 PM - 1:30 PM	Lunch on Your Own	
12:00 PM - 1:00 PM	Graduate and Professional Student Development Networking Lunch <i>Kathryn Linder, Suffolk University, and Stephanie Rohdieck, The Ohio State University</i>	Crystal VII
1:30 PM - 2:45 PM	Interactive, Roundtable, and Research Sessions	
1:30 PM - 4:00 PM	Excursion E1: George W. Bush Presidential Library	
1:30 PM - 4:00 PM	Excursion E2: Sixth Floor Museum (JFK's Life, Death, and Legacy)	Meet in lobby at 12:45 PM
2:45 PM - 3:00 PM	Break	
3:00 PM - 4:15 PM	Interactive, Roundtable, and Research Sessions	
4:15 PM - 4:30 PM	Break	
4:30 PM - 5:30 PM	Introduction to POD for first-time attendees	Lalique I & II
5:30 PM - 6:30 PM	POD Welcome Reception, co-hosted by POD Diversity and Membership Committees (cash bar)	Garden Court III
6:30 PM - 8:00 PM	Conference Dinner: Welcome and President's Address	Crystal Ballroom

Pre-Conference Workshops, Thursday, 8:30 AM - 12:00 PM

Lalique I	W1, Part 1: Getting Started: Workshop for New Faculty Developers
8:30 AM - 12:00 PM	<i>Teresa Johnson, The Ohio State University; Jonathan Iuzzini, Monroe Community College; Michele DiPietro, Kennesaw State University</i>
POD-Sponsored Session	Session continued from Wednesday.
Waterford A	W2, Part 2: Leveraging Whole Person Faculty Development through a Center Sponsored Retreat
8:30 AM - 12:00 PM	<i>Steven Hansen and Leslie Lewis, Duquesne University</i>
	Session continued from Wednesday.
Colonnade A	W3: Working With Faculty to Leverage SoTL Presentations Into Publishable Manuscripts
8:30 AM - 12:00 PM	<i>Gregg Wentzell and Milton Cox, Miami University</i>

Faculty in increasing numbers are engaging scholarly teaching and learning projects that lead to presentation of SoTL on their campuses and at disciplinary and multidisciplinary conferences. As educational developers, one of our roles can be working with faculty to leverage their presentations into publishable manuscripts. In this session, two SoTL journal editors who are also directors of national teaching and learning conferences will share the approaches they use as both faculty developers

and editors to transform faculty presentations into publishable SoTL. Session participants will discuss 3 steps that they can use to work with faculty to develop publishable manuscripts.

Topics: SoTL, POD Professional Development, Teaching & Learning
Audience: All POD members, International POD participants

Colonnade B
8:30 AM -
12:00 PM

W4: Leveraging Faculty Development and Assessment Efforts: A Primer
Catherine Wehlburg, Texas Christian University

This workshop is designed for those who are new to working with assessment and are interested in integrating faculty development efforts with assessment and strategic planning initiatives. By introducing and clarifying assessment and accreditation terms and processes that are central to institutional effectiveness, the participant will be better prepared to return to her/his home institution with the tools and knowledge to take a leadership role. Handouts identifying assessment/faculty development resources will be shared to help inform such fundamental assessment activities as the preparation of student learning outcomes, the use of assessment results to prompt improvement initiatives, and beneficial resources.

Topics: Assessment
Audience: All POD members

Crystal I
8:30 AM -
12:00 PM

W5: How's it Going? Reflecting on our Work
Laurel Willingham-McLain, Duquesne University; Suzanne Tapp, Texas Tech University; Mathew Ouellett, Wayne State University; Susan Shadle, Boise State University; Sal Meyers, Simpson College

**POD-
Sponsored
Session**

Congratulations - you're doing faculty development! What are the opportunities, challenges, and risks before you: reaching all constituents, budgeting, prioritizing, advocating, establishing your professional identity, evaluating your program, meeting increased demands? "How's It Going?" offers early and mid-career faculty developers an opportunity to consult with peers and experienced mentors. Prior to the session, participants submit an issue they face. The session provides a safe place to collaborate with colleagues in reflecting on specific issues, and together, identifying strategies. The process helps professionals build a sense of efficacy as leaders and establish relationships with colleagues across the career spectrum.

Topics: Administration, Organizational Development, Programs
Audience: New/recent faculty developers (5 years or less), Early and mid-career faculty/TA developers

Crystal II
8:30 AM -
12:00 PM

W6: Technology as Lever: Addressing Common Instructional Challenges
Michael Truong, Azusa Pacific University; Chris Clark, University of Notre Dame

To fully leverage the power of instructional technologies, faculty should think of them as tools with multiple capabilities. Just as one might use any given technology to address a variety of instructional challenges, so might one also use a range of technologies to attack any given challenge. This session will focus first on identifying

common challenges in teaching and learning, then groups will collaborate on choosing tools and strategies to address a particular challenge. Participants will actively engage in group work, dialogue, and practical activities, leaving the session with an action plan that can be implemented at their own campus.

Topics: Faculty Professional Development, Teaching & Learning, Technology

Audience: Faculty (conference attendees who are faculty and also part-time developers), Instructional Technologists and technology integration specialists

Crystal III
8:30 AM -
12:00 PM

W7: Leveraging Student-Faculty Partnerships to Enhance Learning and Teaching

Peter Felten, Elon University; Alison Cook-Sather, Bryn Mawr College

Student-faculty partnerships have the potential to enhance, even transform, teaching, learning, and faculty development. Drawing on research literature, case studies, and our own experiences as presented in the book, *Engaging Students as Partners in Learning and Teaching* (Jossey-Bass, 2014), we will explore effective approaches to promoting deep dialogue among students and faculty regarding learning and teaching. We will use interactive activities to invite participants, in large and small groups, to analyze and critique student-faculty partnership principles and practices. We will conclude with an opportunity for participants to plan how they might develop or enhance similar initiatives in their own contexts.

Topics: Faculty Professional Development, Teaching & Learning, SoTL

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Crystal VI
8:30 AM -
12:00 PM

W8: Critical Thinking 2.0: Are we Ready to Launch?

Bill Roberson and Christine Reimers, University at Albany

We know Critical Thinking is a "learnable" operating system, but how is it "teachable"? Models abound - Brookfield, Halperin, Paul & Elder, Ruggiero, Bloom, etc. - all of which point to processes of reasoning and reflection using taxonomies, templates, protocols or procedural frameworks. This session asks participants to leverage the latest research in cognition, neuroscience and motivation theory in questioning our prevailing assumptions about how students become critical thinkers. Risk-taking, managing fear and uncertainty, and embracing discomfort will all be factors, as we envision alternative ways of reframing the Critical Thinking agenda in creating a culture of Critical Thinking at our institutions.

Topics: Teaching & Learning, Retention

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers), Conference attendees responsible for broad curricular initiatives

Crystal VIII
8:30 AM -

W9: Leveraging Teaching Methods: A Fresh Look at Purpose

12:00 PM

Bridget Arend and James Davis, University of Denver

The popularity of active learning methods and the explosion of online, blended, and flipped delivery options means that college teachers have the ability to choose where, when, how to engage students in learning. As options increase, it is increasingly important to leverage the most appropriate and effective teaching methods. In this workshop, participants will explore seven common ways of learning in higher education. However, we will go beyond the usual discussion of tips and techniques to explore the underlying purpose, rationale, and best use of each method. The activities demonstrated can be used by participants in their own workshops.

Topics: Teaching & Learning, Faculty Professional Development

Audience: All POD members

Spectrum A

8:30 AM -
12:00 PM

W10: An Interactive STEM Pedagogy Training Workshop for Faculty Developers

Denise Leonard and Regina Frey, Washington University in Saint Louis

National reports, such as the report by the President's Council of Advisors on Science and Technology (2012), advocate for widespread adoption of evidence-based, active learning strategies in undergraduate STEM education. Faculty developers play a central role in helping faculty and future faculty incorporate these strategies, in order to engage and teach diverse students in STEM. In this workshop, participants will experience effective STEM pedagogical methods in collaborative groups and discussions, gain fundamental knowledge of these methods, discuss strategies for creating inclusive classrooms in STEM, and develop plans for implementing similar workshops on their own campuses.

Topics: POD Professional Development, Faculty Professional Development, Teaching & Learning

Audience: New/recent faculty developers (5 years or less), Faculty (conference attendees who are faculty and also part-time developers)

Spectrum B

8:30 AM -
12:00 PM

W11: Ten Ways to Decode an Onion: Strategies from Four Continents

Joan Middendorf and David Pace, Indiana University

Educational developers on four continents are developing new strategies for using Decoding the Disciplines to make explicit the hidden mental operations that are required for critical thinking in particular fields. Participants in this workshop will try out a number of these approaches to see how they can be used to increase the impact of developers on students learning. They will have a chance to explore the application of Decoding through Flipped Class Faculty Learning Communities, individual or group interviews, metaphor development, creating writing rubrics, or uncovering the mental operations of case analysis with an entire Law School.

Topics: Faculty Professional Development, POD Professional Development, SoTL

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Steuben
8:30 AM -
12:00 PM

W12: Leverage our Experience: Write More, Publish More, Stress Less
Dannelle Stevens and Paulina Gutierrez Zepeda, Portland State University

Faculty grapple with trying to squeeze writing and publishing into their already full calendars. Some lack knowledge of, or skills to identify the hidden structures of academic writing that are key to increasing publication acceptance rate. Others face the blank page not knowing where to begin. Most seek to improve in isolation. This session is designed to give participants an opportunity to learn about and practice a powerful set of research-based improvement strategies, including methods for forming and sustaining small writing groups. All of these activities have been used in our highly successful, campus-wide two-year Jumpstart writing program.

Topics: Faculty Professional Development, Programs, Diversity, Graduate Student Professional Development

Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members

Waterford B
8:30 AM -
12:00 PM

W13: SGIDs: History, Logistics, Consultations, and Campus Change
Christine Rener, Grand Valley State University; Kathryn Stieler, Grand Valley State University; Carol Hurney, James Madison University; Nancy Harris, James Madison University

The Small Group Instructional Diagnosis (SGID) is a robust mid-semester feedback process that allows instructors to obtain feedback about the learning environment of a course. Although the SGID is a staple faculty development program, many centers may experience difficulty getting the process started, enhancing and growing the program, and leveraging the impact of the program to improve teaching practice across disciplines. This pre-conference workshop includes an overview of SGID research and best practices, discussion of administrative logistics, hands-on exploration of the follow-up consultation, consideration of ways in which SGIDs can positively influence campus culture, and ends with individualized action planning.

Topics: Faculty Professional Development, Teaching & Learning, Programs

Audience: New/recent faculty developers (5 years or less), Seasoned faculty developers, Graduate teaching assistants or those supporting this population

Crystal III
1:30 PM - 2:45
PM

Interactive, Roundtable, and Research Sessions, Thursday, 1:30 PM - 2:45 PM
Leverage Time, Talent, and Attention for Better Productivity and Happiness
Susan Robison, Professor Destressor

A current theme in higher education is doing more with less. Seldom is the question asked: what is the human cost to our institutions of asking faculty, staff, and administrators to stretch themselves beyond the limits of human endeavor? This workshop will apply the principle of leverage to help faculty developers use their limited resources of time, talent, and attention to manage their multiple roles and responsibilities. Based on research from neuroscience, performance and positive psychology, this interactive workshop will guide faculty developers to work less while producing and enjoying more and take those lessons back to faculty.

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

Colonnade A
1:30 PM - 2:45
PM

Faculty Development 2020: A Forecast to the Years Ahead

Andrea Beach, Western Michigan University; Mary Deane Sorcinelli, University of Massachusetts-Amherst; Ann Austin, Michigan State University

We don't know exactly what faculty development will look like in 2020. The more informed we are about our field, however, the more we can leverage our knowledge, resources, and expertise to match the accelerating pace of change in higher education. In this research-based session, we will discuss key findings from an extensive 2012 survey of the POD membership in U.S. and Canada. We'll focus on emerging trends in personnel, priorities, structures, practices, and directions of teaching and learning centers. Participants will consider how to best guide our centers and support our institutions in creating new solutions to emerging challenges.

Topics: Research, POD Professional Development, Faculty Professional Development
Audience: All POD members

Bel Air V
1:30 PM - 2:45
PM

Mini-Grants as Levers: The Power of Small Investments

Debra Lohe and Gina Merys, Saint Louis University

As a lever for pedagogical change, mini-grant programs create a pipeline into the CTL - drawing faculty to events; building new relationships; preparing faculty to compete for larger fellowships; and growing existing FLCs. In this highly interactive session, presenters will briefly share details, results, and lessons learned about their mini-grant program. Activities will include individual and group brainstorming to identify potential funding sources, exercises to develop goals and marketing strategies, and action planning to identify next steps. Participants will leave with a rationale for small, targeted funding opportunities, new ideas for small-investment programs, and an action plan for their return home.

Topics: Faculty Professional Development, Programs, Assessment
Audience: All POD members

Bel Air VI
1:30 PM - 2:45
PM

Leveraging Diverse Faculty Development Traditions: Partnering for Innovation

Janelle Voegele and Johannes DeGruyter, Portland State University

A newly restructured instructional development office, a merger of previous resources and result of faculty requests for integrated, interdisciplinary collaboration and experimentation, now brings together expertise in postsecondary education, curriculum development, instructional technologies, service learning, academic writing, and assessment. These integrated resources are further supported by redesigned, open concept, flexible use, technology-enhanced spaces, as well as new partnerships with the library and other campus constituents. This session describes the strategic process that resulted in faculty ownership and transformed faculty development practices. The transition also created challenges, necessitating a commitment among staff to understand and work across formerly separated faculty development traditions.

Topics: Administration, Faculty Professional Development, Programs
Audience: All POD members, Instructional Technologists and technology integration specialists, Participants engaged in organizational development

Colonnade B
1:30 PM - 2:45
PM

Student Motivation: Leverage for Inclusive Teaching and Deep Learning

Catherine Ross, Wake Forest University

Today's students are often characterized as intellectually incurious surface-dwellers who overestimate their academic skills. Their lives are defined by the launch of the World Wide Web and the use of technologies that allow unfettered multitasking. Yet students today also represent an unparalleled diversity of experiences, backgrounds, and cultures that can further amplify, negate or complicate generational traits, especially if the classroom norms and pedagogies are unexamined and monocultural. Intentional use of teaching strategies grounded in an understanding of the motivational needs of your students, is the key to leveraging students' commitments to deep learning, and to teaching inclusively.

Topics: Teaching & Learning, Diversity

Audience: All POD members

Crystal VI
1:30 PM - 2:45
PM

Applying Reflective Practice Techniques in Faculty Development

Janel Seeley, David Schumann, Ferlin McGaskey, and John Peters, University of Tennessee

Reflective Practice (RP) is a process that fosters rich dialogue between individuals. For faculty developers, RP tools can assist in leveraging knowledge, experience, communities, and heart in several ways through: enhancing individual consultation, fostering meaningful dialogue in faculty development planning, and improving learning in both classroom and community settings. This highly interactive conference session introduces participants to the tools of Reflective Practice, provides opportunities to employ these tools in dialogue between participants, and allows participants to think together about the ways they might apply RP to their work. Session leaders will support participants' through modeling RP and coaching.

Topics: POD Professional Development, Faculty Professional Development, Organizational Development

Audience: All POD members

Crystal VII
1:30 PM - 2:45
PM

Math-Specific Faculty Development: Realizing Pedagogical and Dispositional Gains

Isis Artze-Vega, Leslie Richardson, and Leanne Wells, Florida International University

Few faculty developers come from STEM fields, yet algebra continues to obstruct degree completion, especially for students from underserved groups. Participants of this interactive session will examine case studies depicting the remarkable pedagogical and attitudinal development of two algebra instructors asked to use a reformed course structure that has increased pass rates by 30%. The director of the Mastery Math Project, a math education researcher, and the CTL staff who capitalized on this initiative to advance learning-centered practices, will help participants evaluate their current math-specific development efforts and devise ways to enhance their work with mathematics faculty.

Topics: Faculty Professional Development, Diversity, Organizational Development

Audience: Seasoned faculty developers, Administrators

Crystal VIII
1:30 PM - 2:45
PM

Digital Badges to Assess Global Learning using Bloom's Affective Domain

Heidi Parker and Charles Calahan, Purdue University

The mission statements and strategic plans of most colleges and universities claim to prepare graduates for a global society and global citizenship, yet the assessment of

intercultural competency is elusive especially in assessing values, attitudes, and beliefs which fall under Bloom's Affective Domain. This interactive session will present a tool kit for faculty and an innovative assessment tool, provided by the University's Center for Instructional Excellence to faculty, staff, and students, that organizes a system of digital badges, challenges, and active learning tasks to capture and document evidence of global or intercultural learning in the Affective Domain of Bloom's Taxonomy.

Topics: Assessment, Teaching & Learning, Technology
Audience: All POD members, All Universities or Colleges

Waterford A
1:30 PM - 2:45
PM

The Faculty Lifecycle: An Ecological Approach to Faculty Development
Margaret Harden and Sharon Hostler, University of Virginia

This session will leverage participant knowledge to collaboratively advance a theoretical model within which faculty developers might situate their work. The model we will explore delineates the overlapping impact of programs, resources, policies, and institutional practices on an individual's professional development. Thus, it also provides a framework for making strategic decisions and identifying opportunities for leverage.

Topics: Organizational Development, Faculty Professional Development, Programs
Audience: All POD members

Lalique I
1:30 PM - 2:45
PM

The University of Wisconsin System Model: Advancing Educational Development through SoTL

La Vonne Cornell-Swanson, University of Wisconsin System; Jennifer Lanter, University of Wisconsin-Green Bay; Jennifer Heinert, UW College

The University of Wisconsin System has an outstanding reputation for our approach to leveraging statewide networks, expertise and resources for faculty development through the Scholarship of Teaching and Learning (SoTL). During this interactive session participants will first be introduced to three different faculty development program designs, goals and impact studies including the statewide Wisconsin Teaching Fellows and Scholars (WTF&S) program, UW Green Bay's Teaching Scholars program and UW Colleges Virtual Teaching and Learning Center. Second we will engage participants in exercises that model how to develop a successful SoTL program to address teaching challenges and program assessment.

Topics: SoTL, Faculty Professional Development, Assessment
Audience: Seasoned faculty developers, Administrators, Community colleges

Lalique II
1:30 PM - 2:45
PM

Leveraging SoTL Principles for Program Integration
George Rehrey and Greg Siering, Indiana University

The Scholarship of Teaching and Learning has evolved both in expected and unexpected ways since its inception. This may be due to the very nature of SoTL, where local context often shapes expectations and intended outcomes. As a community of scholars, we also find ourselves coming to agreement on some of the underlying principles that influence and define the work. During this working session participants will develop strategies for using SoTL principles as a way to integrate initiatives and programs that share common values and goals at their intuitions. More subtle approaches that sometimes get overlooked will also be considered.

Topics: SoTL, Programs, Organizational Development

Audience: All POD members, Administrators

Crystal I 1:30
PM - 2:45 PM

**POD-
Sponsored
Session**

How to Find, Start, or Transition into a Job in Educational Development

Stephanie Rohdieck, The Ohio State University; Kathryn Linder, Suffolk University; Katherine Kearns, Indiana University-Bloomington; Denise Leonard, Washington University-Saint Louis

In this interactive session, panelists representing different institutions and stages of their careers in educational development will offer mentorship to those interested in this career path, including graduate students who want to begin in educational development, faculty who are looking to transition into the field, and educational 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 skills necessary for a smooth transition.

Topics: Graduate Student Professional Development, Faculty Professional Development

Audience: New/recent faculty developers (5 years or less), Graduate teaching assistants or those supporting this population

Crystal II
1:30 PM - 2:45
PM

**POD-
Sponsored
Session**

Starting & Sustaining Faculty Development Programs at Small Colleges: Theory & Practice, Part 1

David Boose, Gonzaga University; Sal Meyers, Simpson College; Jason Craig, Marymount University

In this interactive, double session we examine the challenges and opportunities of supporting teaching and learning at a small college or university. Participants will discuss the unique characteristics of the small-college environment and the presenters will share information on best practices for maximizing success in that setting. We will also share examples of successful programs that implement those practices. Guided by the presenters, participants will analyze their own institutional settings and explore ways to implement these best practices tailored to their distinct circumstances. Participants will leave with an action plan to guide their work when they return home.

Topic: Start-up

Audience: New/recent faculty developers (5 years or less)

Bel Air I
1:30 PM - 2:45
PM

Roundtable

Leveraging the Experience of Senior Faculty for Faculty Development

Kevin Yee, University of South Florida

Senior faculty are often less likely than early-career faculty members to participate in workshops on teaching. When that happens, junior faculty lose out on an opportunity to harvest their experiences. We need to leverage the collected wisdom, tips, and tricks of the experienced faculty members for the benefit of their newest colleagues on campus. In this roundtable session, we will examine a number of existing models for teaching center programming, from workshops and events to cohorts and marketing. In that investigation, we will jointly identify opportunities to highlight, spotlight, and share experiences of senior faculty at each level.

Topics: Faculty Professional Development, Programs

Audience: Administrators, New/recent faculty developers (5 years or less), Seasoned faculty developers

<p>Bel Air II 1:30 PM - 2:45 PM Roundtable</p>	<p>Leveraging the Role of Academic Chairs to Improve College Teaching <i>Bridget Arend, University of Denver</i></p> <p>Academic Chairs and Directors are in a unique position to set the culture of college teaching. Chairs, through their actions, determine the teaching expectations of their faculty members, yet many chairs are unprepared for this role. Join this roundtable to engage with other faculty development professionals about how to best leverage the important role of academic chairs to improve college teaching. An example of how one campus is actively pursuing and studying the impact of a 'work-in-progress' effort to leverage the chairs role will be shared as a point of discussion.</p> <p>Topics: Programs, Faculty Professional Development, Organizational Development Audience: All POD members</p>
<p>Bel Air III 1:30 PM - 2:45 PM Roundtable</p>	<p>TLCs and Teaching Evaluations: We are not the Teaching Police <i>Judith Ableser, Oakland University</i></p> <p>This roundtable discussion will bring together "seasoned" and "new" faculty developers to explore our role and responsibility in faculty evaluation of teaching. "What are we asked to do"? How can TLCs best "leverage" our knowledge and experience about evidence-based practices of teaching evaluations without being viewed as the "teaching police" by administration and the campus community? A case will be presented involving a provost's request to the TLC to be involved in the transformation of the university's faculty evaluation practices and procedures for tenure purposes. The group will share and provide recommendations by using their experiences grounded in evidence-based practices.</p> <p>Topics: Assessment, Programs, Teaching & Learning Audience: New/recent faculty developers (5 years or less), Seasoned faculty developers</p>
<p>Bel Air IV 1:30 PM - 2:45 PM Roundtable</p>	<p>Global Perspectives in Curricula: Faculty Goals and Institutional Support <i>Leah Peck and Yi-Chen Chiang, Indiana University</i></p> <p>In this session, we will examine the results from a large-scale multi-institution survey of faculty responding to questions regarding resources and support for curriculum internationalization efforts. Participants will discuss findings on the question set and share ideas and experiences about how curriculum internationalization is implemented at their institutions. Participants will also discuss resources and ideas about support structures with each other to implement course internationalization efforts and practices.</p> <p>Topics: Teaching & Learning, Faculty Professional Development, Research Audience: Faculty (conference attendees who are faculty and also part-time developers) All POD members</p>
<p>Spectrum A 1:30 PM - 2:45 PM Research Session</p>	<p>1:30 PM - 2:05 PM Evaluating the Impact of a Large-Scale, Research-Based, Course Transformation Program <i>Chantal Levesque-Bristol, K. Andrew, R. Richards, Kiki Zissimopoulos, Brooke Robertshaw, and David Nelson, Purdue University</i></p> <p>The faculty development center at Purdue University has been involved in a large-scale course transformation project since 2011. Approximately 110 total courses have been redesigned, and each semester, there are 14,000 cumulative enrollments registered in those redesigned courses. Using Self-Determination Theory as a guiding</p>

framework, this investigation sought to evaluate the impact of the course redesign on student performance and perceptions of the learning environment. Data collected from a variety of sources indicated that, the majority of the redesigns led to a student-centered learning environment. When this environment was fostered, students reported better course experiences and achieved higher grades.

Topics: Assessment, Faculty Professional Development, Teaching & Learning
Audience: All POD members, Large colleges and universities

2:10 PM - 2:45 PM

Leveraging Critical Thinking to Promote Conceptual Change in Faculty

Denise Drane, Susie Calkins, and Gregory Light, Northwestern University

The ability to think critically has been identified by faculty and employers alike as a key skill that should be developed in today's students. With this in mind, higher order learning outcomes and critical thinking are popular topics of faculty development workshops and initiatives. In this session, we present results of a two-year faculty development program in which we leveraged the teaching of critical thinking skills in STEM faculty from a research intensive institution and a community college in the United States. The outcome measures include both changes in teaching practice and changes in student performance on critical thinking assessments.

Topics: Research, Faculty Professional Development, Teaching & Learning
Audience: All POD members

Spectrum B
1:30 PM - 2:45
PM

1:30 PM - 2:05 PM

You Don't Know Faculty: Characteristics of Faculty Survey Nonresponse

Kiernan Mathews, Harvard University

Research
Session

This presentation of research findings aims to stimulate a reconsideration of what we think we know about faculty from the multitude of surveys we ask them to take. Participants will gain a broader perspective of the demographic, professional, and institutional characteristics of faculty who do not respond to requests to participate in a typical organizational survey. The session also offers participants an opportunity to formulate strategies for accounting for nonresponse, for eliciting the voices of otherwise disengaged faculty, and for working with academic affairs administrators and institutional researchers towards better assessment designs.

Topics: Research, Assessment, Faculty Professional Development
Audience: All POD members, Survey users

2:10 PM - 02:45 PM

Assessing Need to Leverage Change: Mentoring for Faculty of Color

Patricia Bolea and Dana Munk, Grand Valley State University

An examination of pilot study data, in which faculty of color responded to a survey regarding particular mentoring needs, highlights the importance of evidence in designing focused programming. Existing data pointed to the exploration of needs regarding issues of isolation, classroom management issues, and community support, as well as scholarly research related to teaching issues for faculty of color in predominantly white universities. This data guides the development and formation of a faculty mentor group aimed at providing a response to these specifically articulated risks to faculty retention.

Topics: Research, Diversity, Faculty Professional Development
Audience: Administrators, All POD members

Baccarat
1:30 PM - 2:45
PM

Research
Session

1:30 PM - 2:05 PM

Graduate Student Instructors' Professional Development, Pedagogical Support, and Teaching Efficacy

Devon Donohue-Bergeler, Joanna Gilmore, and Molly Hatcher, The University of Texas at Austin

This session examines professional development and support for graduate student instructors (GSIs) related to teaching, and thus how prepared this population feels to teach undergraduate courses. Researchers collected data from approximately 80 doctorate-seeking GSIs who participated in a semester-long interdisciplinary pedagogy seminar from 2011-2013. To analyze the data, we used a conceptual framework of ten GSI competencies. We will present and discuss results from the qualitative study along with implications and recommendations.

Topics: Graduate Student Professional Development, Research, SoTL

Audience: Graduate teaching assistants or those supporting this population, All POD members

2:10 PM - 2:45 PM

Measuring the Promise: Assessing Syllabi Using Reliable Rubric

Michael Palmer and Adriana Streifer, University of Virginia

We have developed a valid and reliable rubric to assess the degree to which a syllabus achieves a learning orientation. The rubric provides qualitative descriptions of fifteen components that distinguish learning-focused syllabi and uses a quantitative scoring system that places syllabi on a spectrum from content-focused to learning-focused. In this session, we describe results of scoring over 100 syllabi collected both before and after instructors participate in our week-long Course Design Institute. Preliminary results show positive gains regardless of initial orientation.

Topics: Assessment, Programs

Audience: All POD members

Steuben
1:30 PM - 2:45
PM

Research
Session

1:30 PM - 2:05 PM

Evaluating a System for Helping Faculty Manage Professional Development Information

Bob Henshaw, University of North Carolina at Chapel Hill

Today's educators often find themselves overwhelmed by the wealth of professional development opportunities and resources available to them. The Center for Faculty Excellence at the University of North Carolina at Chapel Hill has been experimenting with an online system called the Professional Interests Manager designed to help faculty members personalize filters for this information. The web-based system allows users to create profiles based on professional interests and to customize notification preferences. User survey results suggest that personalized information filters for trusted information sources can be an effective strategy for pushing out faculty development information.

Topics: Faculty Professional Development, Assessment, Technology, Communications

Audience: Seasoned faculty developers, All POD members, Instructional technologists

1:30 PM - 4:00
PM

Excursion E1: George W. Bush Presidential Library
Excursion E2: Sixth Floor Museum (JFK's Life, Death, and Legacy)

Crystal I
3:00 PM - 4:15
PM

Interactive, Roundtable, and Research Sessions, Thursday, 3:00 PM – 4:15 PM
Leveraging Sustainable Change Using FLCs, Faculty Development, and Implementation Science
Milton Cox, Miami University

Are you disappointed at the slow adoption of evidenced-based practices and programs such as active learning, learner-centered approaches, effective technologies, and interdisciplinary curricula? Are you perplexed because in spite of faculty development workshops, grants, and multimedia use, that the efforts of your Center do not always translate into the adoption of sustainable, evidenced-based practices by your faculty or institution? In this session we will investigate and begin ways to construct how FLCs engaged through the perspective of Implementation Science can provide the leverage to enable the adoption of sustainable, evidenced-based practices.

Topics: Sustainability, Programs, Faculty Professional Development
Audience: All POD members, Administrators

Bel Air V
3:00 PM - 4:15
PM

Leveraging Universal Design to Support Teaching and Learning
Ann Alexander, Grand Rapids Community College

This session addresses the challenges and opportunities of implementing Universal Design for Learning (UDL) at a large urban multi-campus community college. UDL was initially promoted in response to disability-specific needs and legal compliance issues; however, broad acceptance and implementation hinged on UDL's contributions to success for all students.

Topics: Teaching & Learning, Diversity, Faculty Professional Development
Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members

Bel Air VI
3:00 PM - 4:15
PM

Pedagogies that Leverage the Potential of Diversity in the Classroom
Jessica Garcia, Michigan State University

With increasingly diverse campuses, many faculty find themselves in uncharted territory. When handled appropriately, diversity can lend itself to improved critical thinking, problem-solving skills and civic engagement. It can also contribute to tension, hostility and, in some cases, open conflict if left unattended. In this interactive session, designed for faculty developers and faculty, participants will identify and share strategies that leverage the potential of a diverse classroom, inspire meaningful communication and enhance student achievement.

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

Colonnade A
3:00 PM - 4:15
PM

Getting Out of Our Silos: Leveraging Collaborations to Maximize Our Outcomes
Sandra Sgoutas-Emch and Marcelle Darby, University of San Diego

Finding innovative ways for centers of teaching and learning/faculty development to fulfill our missions and align our work with institutional initiatives can be very challenging without potentially stepping on toes. These objectives are even more difficult with shrinking budgets, tight staffing, slim resources, and competing interests

of other offices/departments on campus. Our interactive session is designed to assist staff and administrators in methods such as asset mapping that can be used to leverage and build quality collaborations, minimize overlap, and spread resources. Individuals will leave with specific plans for their own institutions for making connections and building relationships.

Topics: Administration, Organizational Development

Audience: Administrators, Seasoned faculty developers, New/Recent faculty developers

Colonnade B
3:00 PM - 4:15
PM

Leveraging Faculty Orientation to Market Your Center

Shawn Bielicki and Sharon Wheeler, Liberty University

Grounded in current scholarship in the area of delivering effective faculty orientation (e.g. Boyce et al., 2009; Chauvin et al., 2013; Eisenberg et al., 2008; Steinert et al., 2010) this session will detail how leveraging research-based best practices for faculty orientation can help market your center. This interactive session will showcase various effective practices that can be immediately replicated by other centers in order to increase attendance at center-based faculty development sessions, improve marketing and branding for centers, and ultimately leverage professional development to better prepare faculty. Participants will leave with an implementation plan for their own center.

Topics: Faculty Professional Development

Audience: New/recent faculty developers (5 years or less), Seasoned faculty developers

Crystal III
3:00 PM - 4:15
PM

Driving Institutional Change: Faculty Perceptions of Adoption of Best Practice Pedagogies

Susan Shadle, Ph.D., Boise State University

As part of an NSF WIDER project, we have engaged all science, engineering and math faculty on our campus in a facilitated data-gathering process to learn how they perceive a proposed change to student-centered, evidence-based teaching practices. Faculty were asked to identify factors in five categories (relative advantage, simplicity, compatibility, adaptability, and social impact) that serve as either driving or restraining forces for change. In this session we will both consider what faculty might say, look at what they actually said at Boise State University, and, importantly, consider how we can leverage information like this to drive change at our institutions.

Topics: Organizational Development, Faculty Professional Development, Teaching & Learning

Audience: Seasoned faculty developers, Administrators, All faculty developers

Crystal VI
3:00 PM - 4:15
PM

Good, Fast, Cheap: How TLCs Can Capitalize in Today's Resource-Constrained Context

Michael Truong, Stephanie Juillerat, Debbie Gin, Azusa Pacific University

Like the rest of higher education, teaching and learning centers (TLCs) are undergoing immense change and facing new challenges when servicing faculty members, programs, and schools. TLCs have to prioritize and make difficult decisions about what they are able to accomplish with limited staffing and resources. This interactive session will provide leaders and developers an opportunity to discuss, reflect, and strategize about how to increase their centers' capacity and impact by focusing on quality, efficiency, and cost.

Topics: Administration, Programs, Start-up,
Audience: Administrators, All POD members, Mid-sized colleges and universities

Crystal VII
3:00 PM - 4:15
PM

Deeper Learning Through Reflection: The Power of Digital Storytelling
Kristin Norris and Patti Clayton, IUPUI

Digital storytelling is a pedagogical strategy that uses innovative techniques to facilitate the reflection process. Creating a digital story engages students in a process that allows them to demonstrate their learning through words, visuals, and sound. This process results in deep learning, fosters critical thinking, integration of knowledge, and reflective thinking. Constructing a digital story inspires students to dig deeper into their subject, to think more complexly about it, and to communicate what they have learned in a creative way. Participants will understand the implications of digital storytelling for teaching and learning and how to integrate digital storytelling into curricula.

Topics: Assessment, Teaching & Learning, Technology
Audience: Faculty (conference attendees who are faculty and also part-time developers), Instructional Technologists and technology integration specialists

Crystal VIII
3:00 PM - 4:15
PM

Leveraging More to Accomplish More: Managing Up and Serving Colleagues
David Pedersen, Kim Chambers, Kathryn Cunningham, Doug Holton, Hajara Mahmood, and Lori Mumpower, Embry Riddle Aeronautical University

In the past year and a half the Center for Teaching and Learning Excellence (CTLE) team at the Embry Riddle Aeronautical University Daytona Beach campus more than doubled by adding four new Associate Directors, creating an opportunity for "embedded support" within the four colleges. Participants in this interactive session will generate ideas as to how they can leverage their circumstances to gain more resources, and they will generate an action plan as to how they can accomplish more with available resources.

Topics: Administration, Organizational Development, Programs
Audience: Administrators, Seasoned faculty developers

Spectrum A
3:00 PM - 4:15
PM

Leveraging Psychology Research to Promote Creative Behaviors through Classroom Climate
Mikaela Huntzinger, University of California, Davis

Creative thinking is highly valued in higher education, but instructors and academic developers alike have largely overlooked the research on creativity. In this highly interactive workshop, we will leverage psychology research on creativity to discuss how to develop our students' creative qualities through more conducive classroom climates. We will consider recent research that shows that instructors can help students be creative by encouraging them to work in diverse teams, take intellectual risks, and engage proactively in their teams. We will discuss how to apply these concepts both to our own teaching and when helping instructors improve their teaching.

Topics: Teaching & Learning, Faculty Professional Development, Graduate Student Professional Development
Audience: All POD members

Spectrum B
3:00 PM - 4:15
PM

Teaching Students how to Fish: Moving Beyond Learning-Centered Teaching
Carl Moore, Temple University

If you teach a student content, they may learn; but if you show them how to learn, you will have provided them with the skills to learn for the rest of their lives. In this highly interactive workshop we will imagine how to "leverage" evidence-based teaching practices as a means of enabling students to take agency and accountability for their learning. Join us if you would like to discover how to become a partner with your students in the teaching and learning process!

Topics: Retention, Teaching & Learning
Audience: All POD members

Crystal II
3:00 PM - 4:15
PM

Starting & Sustaining Faculty Development Programs at Small Colleges: Theory & Practice, Part 2

David Boose, Gonzaga University; Sal Meyers, Simpson College; Jason Craig, Marymount University

POD-Sponsored Session

Session continues from 1:30-2:45

Bel Air I
3:00 PM - 4:15
PM

Leveraging New TA Experience in Informal Teaching Resource Groups

Claudia Cornejo Happel and Sarah Holt, The Ohio State University

Roundtable

While many institutions provide formal pedagogical training programs and courses for new Graduate Teaching Assistants, these programs do not always provide a space to explore emotional aspects of teaching and share experiences with peers. In this roundtable facilitators will introduce the model of a Resource Group for new GTAs that leverages participants' experiences and peer support as an integral part of its programming. Reflecting on the unique needs and vulnerabilities of GTAs in their first years of teaching, session participants will generate ideas for adapting existing resources to engage new GTAs in informal, ongoing professional development opportunities at their institutions.

Topics: Graduate Student Professional Development, Programs
Audience: All POD members, Graduate teaching assistants or those supporting this population

Bel Air II
3:00 PM - 4:15
PM

Monkey-wrenching, Glad-handing, and Telegraphing: Creative Solutions to Organizational Development

De Gallow, University of California-Irvine; James Therrell, Central Michigan University; Suzanne Tapp, Texas Tech University; Peter Felten, Elon University; Connie Schroeder, University of Wisconsin-Milwaukee

Roundtable

In this panel discussion, experienced CTL Directors (and other administrators) will discuss selected examples of some of the toughest organizational challenges they have faced and the solutions, however conventional or unconventional, they used to address them. They will discuss both the formal and informal means by which they leveraged people, resources, and ideas to produce (or attempt to produce) constructive institutional change.

Topics: Administration, Organizational Development, POD Professional Development
Audience: Administrators, Seasoned faculty developers

Bel Air III
3:00 PM - 4:15
PM

Inclusive Teaching Practices in the Graduate-Level Classroom

Mahauganee Shaw, Miami University; Cameron Harris, Indiana University

This roundtable will provide a forum to discuss the inclusiveness of teaching practices

Roundtable used in graduate-level classrooms. Participants will consider the impact of their classroom practices on the socialization and education of graduate students, and how those practices might be revised to be more welcoming and inclusive of the range of experiences, knowledge, and skills present in their classrooms. Weidman, Twale and Stein's (2003) socialization framework will guide discussion of graduate student socialization and techniques for the inclusion of various perspectives in the classroom. Reflection on pedagogical techniques and approaches will be guided by Leadership Reconsidered (Astin & Astin, 2000).

Topics: Diversity, Faculty Professional Development, Graduate Student Professional Development
Audience: All POD members

Bel Air IV
3:00 PM - 4:15
PM

What Do National Survey of Student Engagement (NSSE) Results Mean for Faculty?
Jillian Kinzie, Indiana University

Roundtable More than 1,500 bachelor's granting institutions in the US and Canada have student engagement results. Yet, too often NSSE results rest at the institution-level, as grand measures of educational quality, only rarely influencing everyday teaching and learning. The promise of assessment depends on growing and deepening faculty involvement and use of results. This session will explore the question: "What do NSSE results mean for faculty?" and invite participants to consider the topic and discuss ways to leverage student engagement results to inform faculty work and guide faculty development initiatives and scholarship of teaching and learning projects to improve student learning.

Topics: Assessment, Teaching & Learning, Faculty Professional Development
Audience: Seasoned faculty developers, Faculty (conference attendees who are faculty and also part-time developers), All POD members

Baccarat
3:00 PM - 4:15
PM

3:00 PM - 3:35 PM
SoTL Champions: Leveraging their Lessons Learned
Sara Marcketti, Sarah Gidlewski, and Jennifer Leptien, Iowa State University

Research Sessions While it is necessary that the "scholarship on teaching and learning (SoTL) be taken as seriously as other, more traditional forms of research" (Shapiro, 2006, p.43), this does not always occur within the academy. The purpose of this research session is to present analysis of 20 in-depth interviews conducted with faculty members actively engaged with SoTL at a large, Midwestern university. Lessons learned from the faculty include the ways that they leveraged their talents, interests, and resources to make SoTL benefit themselves, their students, and their institutions. Suggestions for institutionalizing SoTL based on these interviews will be discussed.

Topics: SoTL, Research, Large colleges and universities
Audience: Faculty (conference attendees who are faculty and also part-time developers)

3:40 PM - 4:15 PM
What Does it Take to be an Educational Development Leader?
Kristi Verbeke, Wake Forest University

This session will present the results from a two-part mixed-methods research project designed to explore the knowledge, skills, abilities and values required for an educational development leadership role. The project surveyed experts in the field of educational development and analyzed job postings for educational development

leaders in the United States. The research from this study indicates that there is indeed, a formal body of knowledge attributable to the field of educational development, as well as a distinct set of skills and abilities required for successful developers. Session participants are invited to explore the list and identify opportunities for professional development.

Topics: Administration, POD Professional Development, Research
Audience: All POD members, New/recent faculty developers (5 years or less)

Steuben
3:00 PM - 4:15
PM

3:00 PM - 3:35 PM
Staffing of Centers: Indicators of Institutional Support for Faculty Development
Jennifer Herman, Simmons College

Research
Sessions

This quantitative study reports data from nearly 200 teaching and learning development units (TLDUs), regarding their current staffing levels compared to the number of FTE faculty and FTE student enrollment. The study found that staffing ratios at primary TLDUs vary by both institutional control and by Carnegie classification: in general, private institutions have a higher TLDU staff to faculty or student ratio than public institutions, and doctoral institutions have the lowest ratio of the four Carnegie institution types. This benchmarking data enables institutions to compare their primary TLDU staffing levels to peer institutions as one indication of institutional commitment.

Topics: Administration, Research, Start-up
Audience: All POD members

3:40 PM - 4:15 PM
The iPad Experiment: Faculty and Student Use of Mobile Technologies
Melody Bowdon, Anna Turner, and Michael Aldarondo-Jeffries, University of Central Florida

This presentation describes findings from an iPad research study conducted at one of the largest universities in the United States. A collaborative team of staff members from the campus teaching and learning center and from the campus McNair program designed a study that involved distributing iPads to 15 faculty members and 15 students for their use in their classes, research, and personal lives over the course of one academic year. The presentation suggests best practices for conducting collaborative research in addition to fascinating implications for the use of mobile technologies in the contemporary classroom.

Topics: Technology, Faculty, Professional Development, SoTL
Audience: All POD members, Seasoned faculty developers

Waterford A
3:00 PM - 4:15
PM

3:00 PM - 3:35 PM
Research, Rationale, and Resources for Leveraging Fun into Learning!
Lawrence Lesser, The University of Texas at El Paso

Research
Sessions

Students often have anxiety when taking non-major required courses, especially courses in mathematics and statistics. Faculty can use modalities of fun to leverage anxiety into enthusiasm, build classroom community, and even increase achievement of learning outcomes. We share resources, discuss criteria and (implementation and diversity) issues that cut across disciplinary lines, drawing from discussions of studies, including our NSF-funded fall 2013 randomized experiment on college and community college statistics students with different and diverse student populations, a survey on hesitations and motivations of N=249 (mostly college) statistics instructors, and a qualitative case study.

Topics: Research, Faculty, Professional Development, Teaching & Learning
Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members

3:40 PM - 4:15 PM

Deep Learning: Are Our Writing Assignments Effective?

Cindy Cogswell, Robert Gonyea, and Elijah Howe, Indiana University

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 by faculty characteristics. Special sets of questions appended to the Faculty Survey of Student Engagement (FSSE) point to ways faculty members can design effective writing tasks. Participants will discuss how interactive writing processes, meaning-constructing writing tasks, and clear expectations increase students' likelihood to engage in deep approach to learn. Implications for faculty and academic leaders will be presented.

Topics: Faculty, Professional Development, Research, Teaching & Learning
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

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

Lalique I & II

4:30 PM -
5:30PM

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!

Garden Court III

5:30 PM -
6:30PM

POD Welcome Reception, co-hosted by the POD Diversity and Membership Committees (cash bar)

All conference attendees are invited to attend this event!

Crystal Ballroom

6:30 PM - 8:00
PM

Conference Dinner: Welcome and President's Address

Friday, November 7

Friday At -A-Glance

6:00 AM - 7:00 AM	Yoga with Michele DiPietro	Le Gala
7:00 AM - 8:45 AM	Conference Breakfast	Garden Court I & II
7:30 AM - 5:00 PM	Conference Registration and Welcome (closed during plenary)	Ballroom Level
7:30 AM - 8:45 AM	Birds of a Feather Groups (BOFs)	
9:00 AM - 6:00 PM	Vendor Exhibit (closed during plenary)	Crystal Ballroom Foyer
9:00 AM - 10:15 AM	Job Fair	Lalique I & II
9:00 AM - 10:15 AM	Interactive, Roundtable, and Research Sessions	
10:15 AM - 10:30 AM	Break	
10:30 AM - 12:00	Plenary Session - Cathy Davidson	Malachite Showroom

PM

12:00 PM - 2:00 PM	Lunch on Your Own	
12:00 PM - 1:00 PM	Committee Meetings	
12:00 PM – 1:15 PM	Lightning Talks – POD Unconference	Lalique I & II
1:15 PM - 2:00 PM	POD Members Meeting	Malachite Showroom
2:00 PM - 4:30 PM	Excursion E3: South Fork Rank	Meet in lobby at 1:15 PM
	Excursion E4: Dallas Arboretum	
2:15 PM - 3:30 PM	Interactive, Roundtable, and Research Sessions	
3:30 PM - 3:45 PM	Break	
3:45 PM - 5:00 PM	Interactive, Roundtable, and Research Sessions	
3:45 PM - 5:45 PM	Poster Session	Garden Court I & II
5:15 PM - 6:45 PM	Resource Fair (cash bar)	Garden Court III
7:00 PM - 8:30 PM	POD Awards Banquet Dinner	Crystal Ballroom
8:30 PM - 12:00 AM	Dance & Karaoke	Kempi's

Birds of a Feather Sessions (BOFs), Friday 7:30 AM - 8:45 AM

7:30 AM - 8:45 AM
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.

Bel Air I

7:30 AM - 8:45 AM

ArtPOD

Johanna Inman, Temple University

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.

Bel Air II

7:30 AM - 8:45 AM

Balance and Well-Being of Faculty

Susan Robison, Professor Destressor

Are you balancing the demands of a faculty position or balancing faculty life with your personal life? How do you help your faculty do the same? Join us as we discuss strategies for promoting professional and personal well-being!

Bel Air III

7:30 AM - 8:45 AM

Civic Engagement and Service Learning

Steven Hansen, Duquesne 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.

Bel Air IV

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.

Bel Air V

7:30 AM - 8:45 AM

Emerging Research on Learning Theories

Todd Zakrajsek, University of North Carolina at Chapel Hill

In this session, we'll discuss topics such as research on how people learn, metacognition, mindfulness, intellectual and social development, and/or cognitive and

affective domains.

Crystal VII
7:30 AM - 8:45
AM

Evaluation of Educational Development Initiatives
Sue Hines, Saint Mary's University of Minnesota

How can we best set goals for our work, evaluate outcomes and impact, and share these findings? Join us as we exchange ideas, strategies, and resources.

Bel Air VI
7:30 AM - 8:45
AM

Faculty Development and the Quality Enhancement Plan (QEP)
Patty Payette, University of Louisville

This BoF is a forum for faculty and faculty developers who are working on their campus QEP as required by the SACS reaccreditation process. We will discuss strategies and approaches to the faculty development component of the development and implementation of QEPs.

Crystal II
7:30 AM - 8:45
AM

Faculty Evaluation
Linda B. Nilson, Clemson University

In this session, we will gather around a shared interest in best practices in faculty evaluation: Helping faculty, administrators, and students to get useful data, and to get the most out of the data they collect.

Colonnade A
7:30 AM - 8:45
AM

Graduate Student Professional Development
Michelle Rodems, University of Louisville

Consultations, programs, resources, and research focusing on the responsibilities of graduate students as well as their preparation for academic or other careers is the focus of this session.

Crystal VI
7:30 AM - 8:45
AM

Issues in Science, Technology, Engineering, Math (STEM)
Cassandra Horii, California Institute of Technology

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.

Colonnade B
7:30 AM - 8:45
AM

New Faculty Programs
Deb Meizlish and Matt Kaplan, University of Michigan

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.

Spectrum A
7:30 AM - 8:45
AM

Organizational Development in Higher Education
Connie Schroeder, University of Wisconsin-Madison

What does it mean to be involved in teaching and learning at the organizational or institutional level? How do we position ourselves, staff, Centers, or our units to impact broad, institutional priorities? Join us as we contemplate these and other questions related to organizational development.

Spectrum B
7:30 AM - 8:45
AM

Paths to the Faculty Development Profession
Mary Deane Sorcinelli, University of Massachusetts-Amherst

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.

Baccarat

7:30 AM - 8:45 AM

Scholarship of Teaching & Learning

Peter Felten, Elon University

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.

Crystal III

7:30 AM - 8:45 AM

Small Colleges

Michael Reder, Connecticut College; Neeta Primo, Monroe Community College

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.

Crystal I

7:30 AM - 8:45 AM

Teaching with Technology

Chris Clark, University of Notre Dame

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.

Steuben

7:30 AM - 8:45 AM

Uncovering the Heart in Higher Education

Virginia Lee, Virginia S. Lee & 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.

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

Crystal II

9:00 AM - 10:15 AM

Tailoring Faculty Development Programs to Faculty Career Stages

Peter Seldin, Pace University; J. Elizabeth Miller, Northern Illinois University

College and university faculty progress through a series of sequential career stages. Each is characterized by different motivations and professional development needs. Yet, too often, faculty developers rely on hunches rather than empirical data to guide programming decisions. This conference session describes the important research findings of a recently completed nation-wide study to determine the different programming needs and interests of beginning, mid-career, and senior-level faculty in the United States. Surprising and significant findings will be highlighted in the presentation.

Topics: Faculty Professional Development, Programs, Technology

Audience: New/recent faculty developers (5 years or less), Seasoned faculty developers

Bel Air V

9:00 AM - 10:15 AM

The REAL Deal: Effective Teaching in New Classroom Spaces

Patricia Stewart and Nathan Evans, Michigan State University

With a significant investment from the university to offer instructional spaces that better support active learning, it was clear that there was a need to prepare faculty for the experience as a whole. This session details the development of the REAL (Rooms

for Engaged and Active Learning) Academy, and highlights outcomes that will engage participants in discussion as to how we might leverage lessons learned from the REAL experience to inform better design and practice across campus as well as across institutions.

Topics: Faculty Professional Development, Teaching & Learning, Organizational Development, Technology
Audience: All POD members

Bel Air VI
9:00 AM - 10:15 AM

Integrative Learning Portfolios: Leveraging Students' Knowledge, Experience, and Heart

Cindy Raisor, Catherine Cherrstrom, and Debra Fowler, Texas A&M University

Based on a three-year study, this session will demonstrate how reflective integrative learning portfolios can be used to (a) facilitate students' achievement and articulation of learning outcomes, including critical thinking, problem solving, lifelong learning, social responsibility, diversity, and collaboration; and (b) prepare students for graduate school and the workplace. The session will showcase student work, share best practices, and deliver vetted resources. By the end of this session, participants will be able to (a) describe an integrative learning portfolio, (b) design reflective writing prompts to assist students in articulating their learning, and (c) implement portfolio assignments.

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

Colonnade A
9:00 AM - 10:15 AM

Beyond "Best Practices" - Engaging Graduate Students with Research-Based Literature

Katherine Kearns, Indiana University-Bloomington; Nancy Ruggeri, Northwestern University; Lisa Kelly, University of Iowa; Melissa McDaniels, Michigan State University

Despite research on effective teaching practices informed by evidence and focused on student learning, college classrooms remain largely lecture-based, teacher-centered, content-driven, and anecdotally assessed. Graduate students, professional students, and postdocs - as successful instructors and potential future faculty should have explicit, mentored opportunities to analyze, discuss, and apply theoretical underpinnings of best practices as well as empirical research on teaching and learning. Session participants will gain examples of strategies to leverage the existing critical thinking skills and intellectual curiosity of students, helping them apply their scholarly skills to ask important questions about pedagogical strategies in their own teaching contexts.

Topics: Graduate Student Professional Development, Assessment, Teaching & Learning
Audience: Graduate teaching assistants or those supporting this population, All POD members

Colonnade B
9:00 AM - 10:15 AM

Data as Leverage: Understanding an Institution's Teaching Culture

Donna Ellis, University of Waterloo; Jill Grose, Brock University; Debra Dawson, Western University

Institutional culture helps define the nature of reality for the faculty, staff, and students

within an educational institution. As educational developers, we work within the cultures of our organizations, often seeking to influence and improve how teaching is perceived and valued. But what indicates that our administrators, faculty, staff and students value teaching? At this session, you will learn about a multi-institutional project aimed at understanding institutional teaching culture. Together we will explore key elements of teaching culture and contemplate practices to further enhance that culture which you can apply to your institution.

Topics: Organizational Development, Research

Audience: All POD members

Crystal III

9:00 AM - 10:15 AM

Leveraging Peer Review to Promote a Culture of Assessment

Claudia Stanny, University of West Florida

How can a teaching center promote organizational development of a mature culture of assessment? Annual discussions of ongoing assessment practices enables faculty to develop and share expertise with assessment skill. These discussions contribute to the development of consensus about common goals for student learning, which promote the sense of faculty ownership critical for a mature and sustainable assessment culture. This session describes an annual peer review of assessment. Attendees will experience a peer review discussion through role-play based on a case study. They will identify strategies for implementing a process for peer review of assessment on their campus.

Topics: Assessment, Organizational Development

Audience: Seasoned faculty developers, Administrators

Crystal VI

9:00 AM - 10:15 AM

Think Globally, Act Decodingly

David Pace and Joan Middendorf, Indiana University; Kathy Takayama, Brown University

As faculty developers on four continents have begun to use Decoding the Disciplines as a crucial strategy for helping instructors, they have moved beyond the original model and put the paradigm to new uses. Decoding emerged from a faculty learning community, but it is now being used in individual consultations, new faculty orientation, diversity, and departmental curricular development. In this session the Decoding process will be briefly presented, and participants will work in small groups with one of the presenters to develop new ways of employing the paradigm in one of four areas.

Topics: Faculty Professional Development, SoTL

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

Crystal VII

9:00 AM - 10:15 AM

2-Minute Mentors and Blogs: Tools for Initiating Teaching Conversations

Judith Eddy and Mary Beth Woodson, University of Kansas

To be relevant, teaching centers must embrace digital tools as part of our work. To expand our outreach, we have created a blog and short videos that faculty can view online. The video series, called "2-Minute Mentors," features faculty who discuss best practices in teaching and suggest how to implement these practices. The blog, called "Bloom's Sixth," provides insights about teaching and showcases faculty work. In this session, participants will: 1. learn about digital trends in higher education, 2. see how our center developed two digital tools, and 3. outline their own plan for reaching

faculty in a digital world.

Topics: Faculty Professional Development, Teaching & Learning, Programs
Audience: All POD members

Crystal VIII
9:00 AM - 10:15
AM

Virtual Writing Communities to Foster Accountability and Enhance Scholarly Productivity

Tershia Pinder-Grover, University of Michigan; Marie Kendall Brown, University of Louisville; Jennifer Ellis, University of Tennessee-Chattanooga

Disseminating innovative practices from faculty development programs, assessment projects, and research initiatives has far-reaching potential to impact the scholarship of teaching and learning. However, it can be challenging for faculty developers to engage in scholarly writing because of the many administrative and programming demands on their time. In this interactive session, presenters will share their experiences participating in a virtual writing group and offer advice and guidance for how to establish similar communities of practice as a means of leveraging accountability and community to achieve individual and collective writing goals.

Topics: POD Professional Development, Faculty Professional Development
Audience: All POD members

Spectrum A
9:00 AM - 10:15
AM

Making the Case: Building a Community for Case-Based Learning

Scott Anderson, Jennifer Lynes, Kelly Anthony, Patricia Hrynychak, and Diana De Carvalho, University of Waterloo

Interest in using cases as real world examples in undergraduate and graduate teaching has been increasing among instructors at our institution. However, instructor definitions of what a "case" is vary, as do methods used when teaching with cases. A project to build capacity and share expertise within and between disciplines for writing and teaching with cases has garnered interest from over 30 departments across campus. Participants in this session will engage with a case about leveraging resources, knowledge and experience to build an interdisciplinary case-based learning (CBL) community of practice and share their own experiences and challenges with CBL.

Topics: Teaching & Learning, Faculty Professional Development, Programs
Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members

Spectrum B
9:00 AM - 10:15
AM

Leveraging the Promise and Invitation of Course Syllabi

Matt DeLong and Faye Chechowich, Taylor University

Leveraging the literature on syllabus design as well as faculty interest and expertise, a recent faculty development initiative at X focused on equipping faculty to produce syllabi that set a tone of promise and invitation. This session will both help faculty to create syllabi that enhance student motivation and engagement, and help faculty developers to create professional development activities that equip others to produce such syllabi.

Topics: Faculty Professional Development, Teaching & Learning, Start-up
Audience: All POD members

Waterford A

Creating a Fulcrum: Empowering Faculty to Leverage Educational Technologies

9:00 AM - 10:15 AM

Francine Glazer, New York Institute of Technology; David Sacks, University of Kentucky; Olena Zhadko, New York Institute of Technology; Michelle Franz, Northern Virginia Community College

Limited resources coupled with fast-paced development of emerging technologies make it challenging to select educational technologies for individual or institutional adoption. This session will model a versatile and highly participatory process (also useful for classroom instruction) for use with faculty to determine criteria for assessing educational technologies for possible adoption. Additionally, we present an administrative perspective on the process of technology selection and share an instrument that allows us to "manage up" in that conversation. These techniques and criteria enable us to be more effective when consulting faculty and administration on the acquisition and support of educational technologies.

Topics: Technology, Organizational Development, Faculty Professional Development
Audience: All POD members, Instructional Technologists and technology integration specialists

Waterford B

9:00 AM - 10:15 AM

Faculty Passion and Teaching: What's Love Got to Do with It?

Christy Crutsinger and Dawna Wilson, University of North Texas

Faculty passion alludes to a deep level of mental, emotional, and social engagement that contributes to overall faculty vitality and productivity. A faculty member's passion for teaching is evidenced in many ways. By setting high expectations, creating engaging learning environments, and offering excellent mentoring, faculty demonstrate that teaching is at the 'heart' of their academic work. Passionate faculty love what they do and this emotion permeates their teaching. This interactive session will stimulate data-driven discussion about 'faculty passion' and develop strategies for leveraging matters of the heart to promote teaching excellence across the academy.

Topics: Organizational Development, Faculty Professional Development, Administration, Research
Audience: All POD members, Administrators

Bel Air I

9:00 AM - 10:15 AM

What's Next??? Exploring Future Career Options for Faculty Developers

James Sloat, Colby College; David Boose, Gonzaga University

Roundtable

As much as we love our jobs, most of us will not be faculty developers forever. Yet as we promote others' professional growth and development, we often don't take time to think about (and prepare for) our own next steps. This problem can be particularly acute at smaller institutions, where positions are often more temporary and future directions more limited. In this roundtable session, participants will identify (a) opportunities and costs of different future career options, (b) strategies for leveraging the knowledge and skills gained from faculty development work, and (c) networks that can help prepare them for these options.

Topics: POD Professional Development
Audience: Small colleges and universities, Seasoned faculty developers

Bel Air II

9:00 AM - 10:15 AM

Implementing Higher Education Seeking Educational Equity and Diversity (SEED) Seminars

Kevin Barry, University of Notre Dame

Roundtable

The Kaneb Center for Teaching and Learning leveraged its relationships with faculty

and administrators to initiate SEED Seminars at Notre Dame. As a result, SEED seminars were conducted in 2012-13 and 2013-14. During the seminar participants clarified their positions on a variety of diversity issues and focused their efforts to pursue inclusive excellence through personal, curricular, organizational, and structural change. The initial seminars were evaluated positively by participants for impact at work and at home. I will discuss details of the program and evaluation results and ask participants to share their inclusiveness work and offer feedback on this effort.

Topics: Diversity, Organizational Development

Audience: All POD members

Bel Air III

9:00 AM - 10:15 AM

Roundtable

Your Faculty Center has been Leveraged

Victoria Bhavsar, California State Polytechnic University-Pomona

This roundtable will offer collegial question-generating and wisdom-sharing for people whose departments have been joined with others, such as faculty development and e-learning. Sometimes, such department re-organizations are done without much input or consent from people involved. Sometimes, and preferably, careful thought and planning precedes such actions. Either way, everyone is in for some see-sawing. The session will especially focus on concerns facing 1) the directors of suddenly larger or soon-to-be larger departments who are now responsible for more people and a much broader range of responsibilities, and 2) personnel who must adjust to changes in mission, scope, and activities.

Topics: Administration, Programs

Audience: Seasoned faculty developers, New/recent faculty developers (5 years or less)

Bel Air IV

9:00 AM - 10:15 AM

Roundtable

Maximizing Faculty Fellows: All Dressed Up and Nowhere to Go

Cindi Leverich, Michigan State University

Faculty fellowships have been a part of faculty development efforts for many years and produce an ever increasing amount of knowledgeable and committed teaching and leadership champions. This roundtable will explore how institutions can tap into the talents of these past fellows and leverage them to augment ongoing faculty and leadership development programs while giving individual faculty member's a space to demonstrate their knowledge. Participants will discuss the types of fellowships offered at their institute, identify different models for integrating past fellows into their work, and explore the appropriateness and adaptability of this model.

Topics: Faculty Professional Development, Organizational Development, Programs

Audience: Large colleges and universities

Baccarat

9:00 AM - 10:15 AM

Research Session

9:00 AM - 09:35 AM

What Matters Most to Course Success: Student and Faculty Perspectives

Allison BrckaLorenz, Sarah Fernandez, Leah Peck, Lotus Wang, and John Zilvinskis, Indiana University-Bloomington

In this session, we will examine the results from a large-scale multi-institution survey of students and faculty responding to the question "What matters most to making a course successful?" Participants will discuss findings on the similarities and differences between student and faculty perceptions of what makes a course successful and will share ideas about how to communicate about and contribute to a successful course from the perspectives of both students and faculty. By examining what course success means from both perspectives, we may be able to effectively

and efficiently do more with less.

Topics: Faculty Professional Development, Research, Teaching & Learning

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

9:40 AM - 10:15 AM

Six Instructional Technologies and Common Success Factors for Collaborative Learning

Danyelle Moore, Niagara University; Jennifer Herman, Simmons College; Karen Skibba, University of Wisconsin-Madison

This session shares a mixed-methods study of six instructors who utilized digital technologies to improve student collaboration and learning among students. These technologies include social media, collaboratively written online documents, webinars, clickers, simulation games, and Web technologies. A cross-case analysis identified common success factors and suggestions for other instructors who are considering applying these technologies to their own courses.

Topics: Research, Teaching & Learning, Technology

Audience: Instructional Technologists and technology integration specialists, All POD members

Steuben

9:00 AM - 10:15 AM

9:00 AM - 9:35 AM

Coloring in the Picture: Leveraging Stories for Adjunct Advocacy

Lindsay Bernhagen, The Ohio State University

Research Session

Despite numeric data pointing to an over-reliance on adjuncts, mainstream media paid scant attention until Margaret Mary Vojtko, a long-time adjunct, died in poverty. Vojtko's story went viral in 2013, giving the statistics a human face, and thus drawing national attention to the issue. This response indicates the power of individuals' stories to animate other data, such that they can be collectively leveraged to inspire appropriate action. In this session, a researcher synthesizes findings from survey data and interviews with adjuncts to identify broader trends in their experiences and to understand the personal implications of increased reliance on adjunct instruction.

Topics: Adjunct Professional Development, Research

Audience: All POD members

9:40 AM - 10:15 AM

Infusing Interaction Between Chinese, South Korean, and U.S. Students Into the Curriculum

Samantha Clifford, Northern Arizona University

Lack of interaction between international and domestic students hinders global awareness. I describe the teaching, learning and interaction within a classroom composed of Chinese, South Korean and U.S. students. Theoretical foundations of intergroup contact hypotheses, CRT, and social justice theory uncovered missed learning opportunities. Recommendations to increase interaction, cultural understanding through curriculum design and teaching are provided. Lack of critical discourse concerning race, marginalized status, or power relationships may perpetuate the invisibility of systemic properties of social stratification. The lack of critical discourse may have affected the depth of relationships and level of analysis that students were able to master.

Topics: Diversity, Faculty Professional Development, Teaching & Learning
Audience: All POD members, International POD participants

Malachite Showroom

10:30 AM -
12:00 PM

**Plenary Session
Learning to Learn**

A passionate manifesto from one of the nation's leading educational innovators, this talk is a real-world critique of current educational practices and an optimistic argument that we can redesign learning in higher education for the skills students are already developing out of the classroom – collaborative, interest driven, connected to technology, but also deep in global understanding, diversity, and equity. "Learning to Learn" is the story of educational change—how the system we have inherited was made by real individuals, preserved by real institutions, in reaction to real technological and economic circumstances. We are at a tipping point where, now, we can remake the systems we have inherited for the contemporary, global, connected world. To make change happen we have to be able to think in several directions at once. The good news is that this process is beginning everywhere worldwide. This talk offers powerful, inspiring stories of administrators, professors, policy makers, learning designers, entrepreneurs, and students who have already made change happen and realistically addresses the opportunities, challenges, and possibilities for changing higher education for the world we live in now.



Cathy N. Davidson, a distinguished scholar of the history of technology and recently appointed to the National Humanities Council by President Obama, is a leading innovator of new ideas and methods for learning and professional development—in school, in the workplace, and in everyday life.

12:00 PM - 2:00
PM

**Conference Events, Friday, 12:00 PM - 2:30 PM
Lunch on Your Own**

Spectrum B
12:00 PM - 1:00
PM

Research Committee Meeting
Chantal Levesque-Bristol, Purdue University

Baccarat
12:00 PM - 1:00
PM

Graduate and Professional Student Development Committee Meeting
Kathryn Linder, Suffolk University; Stephanie Rohdieck, The Ohio State University

Spectrum A **Bob Pierlioni Spirit of POD Award Committee Meeting**
12:00 PM - 1:00 PM
PM *Donna Ellis, University of Waterloo*

Colonnade A **Big 10 Plus Meeting**
12:00 PM – 1:00 PM
PM

Lalique I & II **Lightning Talks - POD Unconference**
12:00 PM – 1:15 PM
PM Ten conference attendees will provide a 5-minute dynamic and engaging talk on an exciting aspect of their work, or a significant professional question, or lesson learned about faculty development that will resonate with the POD audience. After the speakers complete their Lightning Talks, there will be time for attendees to meet and greet with the speakers to spark a sharing of ideas, collaboration, and continued conversation during the session and beyond.

Malachite Showroom **Members Meeting**
1:15 PM - 2:00 PM
PM

2:00 PM - 4:30 PM **Excursion E3:** South Fork Ranch (home of the Ewings for the TV series Dallas)
Excursion E4: Dallas Arboretum

Interactive, Roundtable, and Research Sessions, Friday, 2:15 PM - 3:30 PM

Crystal II **Faculty Development as a Social Movement: Leveraging our Impact**
2:15 PM - 3:30 PM
PM *Virginia Lee, Virginia S. Lee and Associates; Joe Bandy, Vanderbilt University*

Despite the growth and sophistication of the field of faculty development, questions remain about whether it has fulfilled its goals as a movement for educational reform. In this session we will explore faculty development as a social movement using concepts drawn from the literature on social movements. We will consider the strategies that successful social movements have used and how faculty development and the POD Network have exploited these strategies. Using a combination of small and whole group discussion, we will develop a set of ideas, strategies and recommendations for the consideration of the POD Core Committee.

Topics: Organizational Development, POD Professional Development
Audience: Administrators, All POD members

Colonnade B **Making Program Assessment Meaningful: The Faculty Developer's Role**
2:15 PM - 3:30 PM
PM *Eric Metzler, Indiana University - Kelley School of Business; George Rehrey and Joan Middendorf, Indiana University*

When faculty developers leverage their knowledge and skills as instructional consultants, program review and assessment can be transformed from a perfunctory task to a meaningful activity that engages faculty deeply. In this session, participants will practice how to facilitate faculty interactions, articulate probing questions, conduct assessment consultations, and help leadership to close the loop of assessment, using the same client-centered approaches they often use as faculty developers.

Topics: Assessment, POD Professional Development
Audience: All POD members

Bel Air V
2:15 PM - 3:30
PM

Practicing What We Preach: Leveraging Workshops to Foster Faculty Innovation

Enoch Hale, Virginia Commonwealth University

Designing engaging faculty development workshops is challenging. This is particularly true if a goal is to facilitate transfer of best teaching and learning methods from the workshop to the classroom. Part of the challenge rests in practicing what we, as faculty developers, preach: e.g. model active learning rather than lecture to faculty. Another challenging part involves the meta-analysis of consciously and imaginatively translating an activity to the classroom context. This interactive session will walk participants through a series of multi-modal, best teaching practices and present ways to encourage faculty to leverage this knowledge for direct classroom application.

Topics: Faculty Professional Development, Graduate Student Professional Development, Adjunct Professional Development
Audience: New/recent faculty developers (5 years or less), Graduate teaching assistants or those supporting this population, Seasoned faculty developers

Bel Air VI
2:15 PM - 3:30
PM

Communities of Practice: Strengthening Institutions of Higher Learning *Heather Dwyer and Jamiella Brooks, University of California, Davis*

Communities of Practice are comprised of interactive groups of learners who collaborate while immersed in real-world practice, which results in increased learning and pursuit of a shared enterprise. In this session, we will present an example of an effective Community of Practice and review evidence for the strong positive impacts this group model can have on institutions of higher learning. Participants will consider current difficulties in higher education, how implementing a community might impact these difficulties, and how one might create or encourage communities of practice in their own institution.

Topics: Programs, Graduate Student Professional Development, Diversity
Audience: All POD members, Graduate teaching assistants or those supporting this population

Colonnade A
2:15 PM - 3:30
PM

Cracking the Critique Code: Supporting Arts Pedagogy

Natasha Haugnes, Academy of Art University; Johanna Inman, Temple University

This session will help faculty developers from a range of disciplines crack the code of the critique, an age-old tradition in arts education. When faculty developers decode critiques, they can open fruitful dialogues with arts faculty. These conversations can address some of the age-old issues with the critique, lack of student engagement and dominant instructors, without sacrificing the integrity of this signature pedagogy. Session participants will identify learning goals that a critique achieves, draw connections between critique, active learning, and cooperative learning principles, and learn practical steps to support art instructors in facilitating student learning through critique.

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

Crystal III
2:15 PM - 3:30
PM

How Students Learn: Leveraging Current Programs to Enhance TA Development

Linda von Hoene and Kim Starr-Reid, University of California-Berkeley

Programs preparing graduate students for teaching usually advocate active learning strategies that have a strong basis in research, but the programs often do not show the depth of the research behind the strategies. While TAs needn't become experts in the fields that conduct the research (e.g., neuroscience, cognitive and social psychology, anthropology), a basic knowledge of it, provided by the researchers themselves, enables them to make informed decisions about their teaching strategies. At the University of X, with external funding from Y, we developed several ways to leverage existing programs to provide TAs with research-informed knowledge of how students learn.

Topics: Graduate Student Professional Development, Teaching & Learning, Programs
Audience: Graduate teaching assistants or those supporting this population, Large colleges and universities

Crystal VI
2:15 PM - 3:30
PM

Eyes Wide Open: Insights from TILE Classroom Observations

Megan Mathews and Lisa Kelly, The University of Iowa

The University of Iowa's Transform, Interact, Learn, and Engage (TILE) pedagogy encompasses a commitment to active-learning pedagogy, enabled by technology and classroom equipment configuration. By observing and detailing classroom dynamics, we sought to identify how instructors, students, and technology interact to create the unique experience that is the TILE environment. Our observations yielded surprising and informative advantages and challenges for students and instructors in TILE classrooms. Join us as we present our approach and insights into this novel pedagogical tool - TILE classrooms.

Topics: Assessment, Teaching & Learning, Technology
Audience: All POD members

Crystal VIII
2:15 PM - 3:30
PM

Brain Dance, Mindful Moment, Carousel Walk: From Overleveraging to Renewal

Roben Torosyan and Karen Richardson, Bridgewater State University

Research shows our brains can only bear so much overleveraging or taxing of our willpower. But both movement and meditation activate the prefrontal cortex and its executive functions, renewing energies and promoting alertness to stimuli. Whether trying to jumpstart a class or meeting, deepen critical thinking or creativity in others, or end any meeting memorably with impetus for action, this session's activators, renewal brain breaks, reinforcers, and summarizers may be of use. See powerful visuals for four neural and conceptual mechanisms of mindfulness, anticipate understandable skepticism and plan how to use takeaways to work with minds and bodies alike.

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

Spectrum A
2:15 PM - 3:30
PM

Flexible Spaces, Flexible Pedagogies

Ava Wolf, University of Illinois Urbana-Champaign

Flexible learning spaces and active learning classrooms are capturing the imagination and capital expenditure dollars of college campuses across the nation. But what's really important in the classroom environment, and how can instructors make the most of the classroom spaces they have? This interactive session will explore the intersection between flexible spaces and flexible pedagogies by examining a three-

way link between pedagogical approaches, learning activities, and the classroom configurations that meet those objectives. Work in teams, think creatively, and come away with many new ideas!

Topics: Teaching & Learning, Faculty Professional Development

Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members

Spectrum B
2:15 PM - 3:30
PM

Critical Transitions in Faculty Learning: Helping Faculty Become Learning-Centered Teachers

Judith Longfield, Georgia Southern University

New methodologies of teaching and learning are changing the landscape of higher education. However, faculty are often unaware of the research and continue to rely heavily on lecture. During this interactive session, participants will learn how an extended series, known as the Teaching Academy, transformed instructors' ideas about effective teaching and their classroom practices. In addition to learning about the impact of the Academy, participants will also consider ways to overcome barriers and implement this type of in-depth faculty development, which did not require additional funding, on their campuses.

Topics: Faculty Professional Development, Graduate Student Professional Development, Programs

Audience: All POD members

Lalique II
2:15 PM - 3:30
PM

Finding the FUN in Fundamentalism: Moving Learners Beyond their Subcultures

Raina Rutti and Christy Price, Dalton State College

One of our greatest challenges in higher education is to sensitize students to a broad range of diversity issues. At the core of students' closed-minded and negative attitudes is an identity that has been developed on the constructed realities of their subculture. Innovative methods for "de-constructing students' constructed realities" will be demonstrated. A framework for discussing controversial issues while preventing incivility will be provided. Numerous powerful video segments and simulations will be shared in an effort to leverage our resources bringing about change. Participants will create an action plan for effectively addressing the challenges of teaching within their own subcultures.

Topics: Diversity, Teaching & Learning

Audience: All POD members

Crystal I
2:15 PM - 3:30
PM

To Improve the Academy: An Overview and Writing Workshop

Gary Hawkins, Warren Wilson College; Laura Cruz, Western Carolina University

This year To Improve the Academy enters a new phase as a semi-annual online (and fully indexed) journal. In addition to new format, we are also introducing a new contents structure, with invited essays plus research and practice sections. Come learn about the new vision and processes of the journal from the editors. And because we know that many TIA articles arise from conference presentations, we will lead participants in a workshop designed to generate and/or refine ideas; leaving participants with a plan for research or writing based on the TIA mission and criteria reviewers will use in the review process.

**POD
Sponsored
Session (POD
Publications
Committee)**

Topics: POD Professional Development, Research, SoTL
Audience: All POD members

Bel Air I
2:15 PM - 3:30
PM

Leveraging Our Knowledge of Faculty Development to Support E-Learning Initiatives

Gabriele Bauer, Villanova University; Brigitte Valesey, Widener University

Roundtable

Technology in higher education is increasingly regarded as innovation and ready-made solution to empowering faculty and engaging more students. Effective uses of technology by faculty for instruction hinge on critical factors including faculty development support and resources. This roundtable discussion will engage participants in critical reflection and focused conversation around a central question: How can we leverage our knowledge of faculty development, best practices, and research on student learning to support our institutions in developing viable, sustainable, and quality-ensuring infrastructures for e-Learning?

Topics: Faculty Professional Development, Technology, Programs
Audience: All POD members

Bel Air II
2:15 PM - 3:30
PM

Leverage Your Network: Developing Relationships Between Faculty Development & Governance

Kurt Ellenberger and Christine Rener, Grand Valley State University

Roundtable

The role of Centers for Teaching and Learning within governance structures varies greatly from institution to institution. Some Centers are highly involved and provide recommendations and guidance regarding curriculum, student evaluations, peer evaluations, and other areas within their areas of activity and expertise, while others provide services without a great deal of interaction with the faculty governance structure. This session will ask participants to describe the extant relationships at their institutions; we will then discuss the importance of developing deep relationships with various governance committees and show how mutually beneficial these relationships have been within our own institution.

Topics: Organizational Development, Faculty Professional Development, Administration
Audience: Administrators, Seasoned faculty developers, New/recent faculty developers

Bel Air III
2:15 PM - 3:30
PM

Active Learning Spaces as a Lever for Exploring Student-Centered Pedagogies

Alicia Russell, Tufts University; Kem Saichaie, University of Massachusetts-Amherst

Roundtable

ALC, SCALE-UP, TEAL, TILE - higher education institutions have cooked up an alphabet soup of new learning spaces to promote active learning. But while many faculty are eager to explore active-learning opportunities enabled by the spaces, others are reluctant to forgo lecture-style teaching. In this session, participants will exchange ideas and strategies for encouraging reluctant faculty to capitalize on these spaces, as well as ways to support faculty clamoring for them. Participants will also discuss how the spaces might be used as levers to encourage faculty to explore new teaching modes focused on student-centered pedagogies.

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

Bel Air IV
2:15 PM - 3:30
PM

Roundtable

Leveraging Classroom Redesigns to Promote Engaged Student Learning

Kimberly Eby, and Sarah Perez-Kriz, George Mason University

At George Mason University, we have been involved in the planning and design of new learning spaces that promote engaged, student-centered, and technology-rich learning. One such space, our Active Learning with Technology (ALT) classroom, was completed in Fall 2013. Prior to its completion, faculty from across the institution were selected in a competitive, campus-wide RFP process and are teaching in this space for the first time. In this roundtable discussion, we will share our faculty development programming and assessment efforts and explore with colleagues how to best leverage these types of active learning classrooms spaces on our campuses.

Topics: Faculty Professional Development, Administration, Organizational Development

Audience: All POD members

Baccarat
2:15 PM - 3:30
PM

Research
Session

2:15 PM - 2:50 PM

Student Journal Writing that Improves Teaching and Learning

Prudence Merton, Dartmouth College

Composition scholars view writing not only as a way of communicating but as a form of thinking that helps writers conceptualize and clarify their ideas. Many adult educators advocate personal journal writing to promote reflection and build metacognitive skills. Routine reflection through writing can leverage transformative learning. Using writing as a means to an end rather than the end product is a new idea to many students. By analyzing journal entries from adult students in a professional Ed.D program as well as freshman students in a first-year writing class, this study reveals how frequent reflective writing supports teaching and learning.

Topics: Assessment, Teaching & Learning Research

Audience: All POD members

2:55 PM - 3:30 PM

International Students and Engagement in the Research University

Sam Van Horne, Wayne Jacobson, and Matthew Anson, University of Iowa

The number of international undergraduate students has steadily been rising at American colleges and universities, and researchers have been investigating the practices that best promote the academic success of international students. We will present findings from a multi-institutional survey called the Student Engagement in the Research University that includes responses from more than 5,000 international students. After analyzing the practices that are associated with academic success and (such frequency of contact with instructors and self-assessments of learning in a specific field), will present recommendations about how to incorporate these findings into faculty developments programs.

Topics: Diversity, Research, Faculty Professional Development

Audience: All POD members

Steuben
2:15 PM - 3:30
PM

Research

2:15 PM - 2:50 PM

Strength of the Image: Photography as an Educational Development Resource

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

Session

Video and other teaching artifacts or evidence have long been used in professional consultations with faculty in order to improve teaching effectiveness. In this session, presenters discuss their recent qualitative study on the impacts of still photography as a new type of resource in such consultations. Initial findings suggest that the use of still photographs in faculty consultations is a highly transferrable technique that draws upon resources already at the disposal of teaching and learning centers. This session will empower educational developers to employ this new technique, and to leverage an untapped resource to change campus culture.

Topics: Research, SoTL, Faculty Professional Development
Audience: All POD members

2:55 PM - 3:30 PM

Putting the You in UR: The Influences of Faculty Participating in Undergraduate Research

Heather Haeger, California State University-Monterey Bay

This session uses mixed-methods research to facilitate a discussion of faculty participation in undergraduate research and how to leverage student participation as a resource for faculty and an enriching experience for students. Quantitative analysis will explore faculty values and teaching practices in relation to engaging students in research experiences. The influences of institutional characteristics on faculty involvement in undergraduate research, including proportion of adjunct faculty and the diversity of the student and faculty populations will also be assessed. A qualitative analysis will highlight strategies faculty have used to engage traditionally underrepresented students in research at a Hispanic Serving Institutions.

Topics: Research, Diversity, Teaching & Learning
Audience: Faculty (conference attendees who are faculty and also part-time developers), Minority Serving Institutions

Waterford B
2:15 PM - 3:30
PM

2:15 PM - 2:50 PM

Engaging Disciplines: The Fulcrum for Faculty Development in Higher Education

Jason FitzSimmons, The University of Oklahoma

Research
Session

Campus teaching centers have, historically, engaged faculty in cross-disciplinary activities. This framework does a good job at drawing faculty from disciplines, but difficult in sustaining engagement with faculty once they return. This presentation will look at research conducted with eight, college-level faculty development programs at a Division I research institution. The research focused on the impetus, viability, and sustainability of these programs. Findings from the research indicated that a discipline-specific faculty development program can influence its credibility with faculty, its ability to provide timely resources and services, and ultimately its capacity to change the quality of instruction at the institution.

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

2:55 PM - 3:30 PM

Leveraging Course Purpose to Facilitate a Shift to Learning Paradigm

Richard Swan, Kenneth Plummer, Michael Johnson, Susan Eliason, and Chanel Arts, Brigham Young University

How do we get faculty to understand and adopt the learning paradigm? For the last few years, we have led faculty through a course design process relying on elements of backward design and principles from Fink (2003) with a simple yet significant addition - we help faculty define and refine a course purpose into a single sentence. This exercise brings the learning paradigm and course design principles into sharp focus for faculty - they "get it." We will briefly model this process and present qualitative data regarding faculty members' experience as well as faculty developers' experience and observations.

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

Crystal II
3:45 PM - 5:00
PM

Interactive, Roundtable, and Research Sessions, Friday, 3:45 PM - 5:00 PM

Teaching Students How to Learn: A Faculty Developer's Perspective

Todd Zakrajsek, University of North Carolina, Chapel Hill

Even when faculty employ the best teaching strategies in existence, students cannot be optimally successful unless they understand their own learning processes. The good news is that there is a plethora of emerging research in the area of the science of learning. That said, understanding and applying findings of cognitive neuroscientists, psychologists, and education specialists in ways that can be used by students is difficult. This session will assist faculty developers and faculty to better understand and implement the newest findings in the science of learning so that students may better understand how they acquire, retain, and recall new information.

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

Crystal I
3:45 PM - 5:00
PM

Leveraging Knowledge and Experience to Self-Assess Teaching

Phyllis Blumberg, University of the Sciences

This train-the-trainer session will introduce a model of teaching effectiveness for all types of education that integrates improvement strategies. Using this model and its corollary rubrics, instructors leverage their critical reflections, data from varied sources including experiences of their students, feedback from peers, course artifacts, the literature on learning, and their scholarship of teaching and learning to inform a robust teaching enhancement process. When faculty use this model and these rubrics they leverage valid information from many sources to assess the effectiveness of their teaching. We will discuss how to use the rubrics for continuous quality improvement of teaching.

Topics: Assessment, Faculty Professional Development, Teaching & Learning
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers), Administrators

Colonnade A
3:45 PM - 5:00
PM

Leveraging Programs for Broader Impact: From Course to Curriculum to Campus

Richard Freishtat, University of California-Berkeley

Too often we think about and practice faculty development with the focus on individual classes and individual faculty. This session challenges that model with two examples of how longtime existing programs on the Berkeley campus were re-envisioned to elicit much broader impact on teaching practices. Learn about how these two programs (one for faculty and another for lecturers) took shape, and begin your own process of either identifying and refreshing an existing program, or starting something off the ground to broaden impact. Points for consideration will be politics, stake-holder buy-in, program format, resources, limitations, expectations, and program evaluation.

Topics: Faculty Professional Development, Programs, Teaching & Learning
Audience: All POD members, Large colleges and universities

Colonnade B
3:45 PM - 5:00
PM

Real-time Student Engagement: Leveraging Tablets for Research and Faculty Development

Cassandra Horii, Julius Su, and James Maloney, California Institute of Technology

While educational developers work to increase student engagement - a well-researched effective practice - deeper questions remain about the characteristics and effects of real-time, in-class engagement and ways to support faculty adoption. This highly interactive session (a) presents unique research results on tablet-mediated collaborative learning in biology, mathematics, and chemistry courses at a research university and a community college, including analysis of time-stamped contributions, connections, and student thinking; (b) engages participants in predicting and evaluating research through collaborative methods similar to those employed in the courses studied; and (c) facilitates participant-generated insights and research questions on student engagement and faculty development.

Topics: Research, Technology, Faculty Professional Development
Audience: All POD members, Instructional Technologists and technology integration specialists

Crystal III
3:45 PM - 5:00
PM

Leveraging Center Resources to Support Faculty Engagement in Internationalization

Laurie Maynell and Claudia Cornejo Happel, Ohio State University

Internationalization is important in higher education contexts around the globe, yet its meaning and actualization are often context dependent. Faculty can face significant challenges in their efforts to internationalize the curriculum, ranging from a lack of resources to concerns about designing courses that provide a transformative learning experience. Sharing our experience supporting internationalization through short- and long-term programs at our institution, we invite participants in this session to articulate goals for their center's engagement in internationalization efforts and discuss strategies for leveraging their local resources to help faculty move forward in providing internationalized learning experiences to their students.

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

Crystal VI
3:45 PM - 5:00
PM

Scaffolding Transitions: Supporting faculty transformation of Large Lecture Courses

Jae-eun Russell, Samuel Van Horne, and Hye Jin Lee, University of Iowa

Transforming a large lecture course to a rich active learning environment is a daunting

task, in particular to faculty who have a lack of time. The University of Iowa has initiated a program to provide pedagogy and instructional technology support to the faculty who want to transform their large lecture course to active student-centered learning environments that increase students' motivation, engagement, and learning outcomes. Two large lecture courses have been re-designed and are underway in Spring 2014. Session participants will learn the key components and various support in the transforming process and practice techniques and strategies to transform courses.

Topics: Teaching & Learning, Assessment, Technology

Audience: Faculty (conference attendees who are faculty and also part-time developers), Instructional Technologists and technology integration specialists

Crystal VIII
3:45 PM - 5:00
PM

CPR: Leveraging Technology to Reduce Faculty Workload and Enhance Learning

Bill Burke, University of Kentucky

Grading student essays is a time-consuming component of teaching. Calibrated Peer Review (CPR) is a web-based tool that students can use to review and grade papers written by peers as well as their own work using assigned rubrics. Faculty workload is reduced as students' critical reading and writing skills are enhanced. This session explores how CPR works and examines pros and cons of using it. Participants will critique the product and process and consider how it might be used across disciplines on their campuses. The presenter will share how CPR helped resuscitate written assignments in his class of 300 students.

Topics: Teaching & Learning, Technology

Audience: All POD members

Spectrum B
3:45 PM - 5:00
PM

Leveraging Opportunity From Ambiguity: Creating a Statement of Practice

Christopher Grabau and Jerod Quinn, Saint Louis University

Just as a teaching philosophy statement can link abstract values to day-to-day work, a statement of practice affords an opportunity to guide meaning and context for instructional design. A statement of practice can provide faculty developers with a conceptual framework for dialogue as well as create a space to articulate the values and mission of their teaching center or university. Attendees will leave the session with a first draft of their own statement of practice that suits the needs and scope of works for their own center and institution.

Topics: POD Professional Development

Audience: Instructional Technologists and technology integration specialists, New/recent faculty developers (5 years or less)

Baccarat
3:45 PM - 5:00
PM

Promoting Effective Collaborative Learning Online: Tips, Tools, and Techniques

Claire Major, University of Alabama; Elizabeth Barkley, Foothill College

Evidence abounds that collaborative learning is a powerful teaching strategy, yet it is challenging to implement group work effectively in online environments. In this interactive session, participants will 1) learn effective online collaborative learning techniques in six categories: discussion, problem solving, reciprocal peer teaching, graphic information organizing, writing, and games; 2) identify strategies for solving common problems associated with online group work; and 3) see a demonstration of the latest tools for promoting exciting, current, technologically-sophisticated activities

in online courses.

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

Steuben
3:45 PM-5:00 PM

Leveraging Leadership Competencies for Department Chair Recruitment, Feedback, and Development

Megan Palmer and Krista Hoffmann-Longtin, Indiana University School of Medicine

Department chairs play crucial roles in higher education. Despite having outstanding academic credentials, data indicate that they are often underprepared to lead and manage. Drawing from the literature and feedback from current chairs, we sought to improve our approach to chair recruitment, professional development, and feedback by reorganizing around key leadership competencies. Session participants will 1) work with members of the POD community to generate a list of attributes of effective chairs; 2) consider how to use a competency-based approach in their own chair recruitment, feedback, and development; and 3) be provided with an overview of our process and tools.

Topics: Administration, Organizational Development, Programs
Audience: Seasoned faculty developers, Administrators

Lalique I
3:45 PM - 5:00 PM

Unpacking Lesson Study in a Multi-disciplinary Faculty Learning Community

Ruth Ahn and Victoria Bhavsar, California State Polytechnic University-Pomona; Sachiko Tosa, Niigata University

In "lesson study," faculty use a well-articulated methodology to collaboratively probe their teaching of difficult topics, to improve their teaching of these lessons. In this session, we will engage participants in a "mini-lesson study," involving planning, observation, and discussion/reflection. Following the mini-lesson study, we will discuss the value of lesson study as a professional development model and offer recommendations for holding lesson study FLCs. This session is based on our experience with a faculty learning community (FLC) in which faculty from chemistry, soil science, and psychology worked together while two facilitators from physics and teacher education guided the lesson study.

Topics: Faculty Professional Development, Teaching & Learning, SoTL
Audience: All POD members

Lalique II
3:45 PM - 5:00 PM

Leveraging the Power of Team-Based Learning to Prepare Future Faculty

Billie Franchini and Kimberly Van Orman, University at Albany

The University at Albany's Certificate in College Teaching Program includes a three-course sequence for graduate students focused on preparing them for faculty life. Because we strive to model best practices in college teaching, we have moved to full implementations of Team-Based Learning in two of the three courses and have seen great benefits for as a result. Participants in this highly interactive session will hear about our lessons learned from multiple implementations, engage in sample tasks from our Seminar in College Teaching, see sample course materials, and consider the implications of implementing a similar model for orienting new faculty.

Topics: Graduate Student Professional Development, Faculty Professional Development

Audience: Seasoned faculty developers, Graduate teaching assistants or those supporting this population

Waterford A
3:45 PM - 5:00
PM

**POD-
Sponsored
Session**

Year-Round Networking - Leveraging POD's New Website and Web Tools

Francine Glazer and Olena Zhadko, New York Institute of Technology; Faye Haggard, University of South Dakota; Bonnie Mullinix, TLT Group & Jacaranda Educational Development, LLC; Linda Bruenjes, MCPHS University; S. Raj Chaudhury, Auburn University

At last year's general membership meeting, many people expressed interest in using the POD website to network and share resources throughout the year. This session will focus on collaborative spaces to: network; learn about colleagues' work and their professional and scholarly interests; and discover opportunities for collaboration. Specifically, we will share tools that enable individual POD members to identify potential collaborators, and committees and SIGs to work productively. We will also define keywords to help identify resources on the site. Finally, we will discuss existing POD resources such as WikiPODia and the listserv that can support our work.

Topics: Organizational Development, Technology

Audience: All POD members, Committee and SIG members

Bel Air V
3:45 PM - 5:00
PM

Ongoing Professional Development for Educational Developers

Laura Schram and Terisha Pinder-Grover, University of Michigan

How do we leverage our resources, knowledge and communities to develop ourselves as educational developers? The goal of this roundtable is to share best practices for ongoing professional development of educational developers. Session participants will briefly hear about several new models for ongoing professional development at a large teaching center. Participants will discuss their own best practices in a roundtable format and brainstorm ways that educational developers can continuously develop their consulting, teaching, and learning skills.

Topics: POD Professional Development

Audience: All POD members

Bel Air VI
3:45 PM - 5:00
PM

Leveraging Inquiry-Based Learning for Faculty Development

Stephanie Cutler and Sara Ombres, Embry-Riddle Aeronautical University-Worldwide

Inquiry-Based Learning (IBL) a powerful learning tool that allows students to independently engage with the course content. However, the implementation of IBL can be a challenge for many faculty members. We developed techniques that allow us to leverage faculty experience and the IBL process to help faculty learn to implement IBL in their classrooms. The purpose of this presentation is to offer an overview of the IBL process and how it is modeled within our courses. Participants attending the session will gain a new perspective through active engagement with an IBL activity that we use with faculty.

Topics: Faculty Professional Development, Adjunct Professional Development, Teaching & Learning

Audience: All POD members

Bel Air I
3:45 PM - 5:00 PM
Leveraging Potential: Exploring the Spectrum of Graduate Student Autonomy
Blair Goodlin and Lucas Anderson, University of Illinois at Urbana-Champaign

Roundtable

Graduate students participating in instructional development commonly do so with relatively little autonomy, often by participating in programs at a teaching center to duplicate services offered by professional developers such as classroom observations and consultations. These programs lie on one end of a spectrum, with programs offering more autonomy at the other end. What kinds of programs offer this additional autonomy? Where do programs at your institution fall on the spectrum? What advantages and challenges exist at different points on the spectrum? We'll discuss these questions and consider whether and how to promote more graduate student autonomy in instructional development.

Topics: Graduate Student Professional Development, Programs, Teaching & Learning
Audience: Graduate teaching assistants or those supporting this population

Bel Air II
3:45 PM - 5:00 PM
Leveraging Your Center's Work: Promoting Teaching Excellence with Pre-Tenure Faculty
Andy Goodman, Boise State University

Roundtable

Pre-tenure faculty are obsessed with their research agenda - for good reason. It is the primary means to achieve tenure. How can we help pre-tenure faculty also focus on gaining teaching excellence? What do they most want or need? How can we leverage opportunities and resources already available in our centers to advance pre-tenure faculty's teaching agenda? This roundtable will introduce a framework (4 required experiences/6 individually selected workshops) and explore existing programming that can help centers be intentional about packaging readily available workshops and resources to promote faculty attention to work toward excellence in teaching in pre-tenure years.

Topics: Programs, Teaching & Learning
Audience: All POD members

Bel Air III
3:45 PM - 5:00 PM
Big Impact From Small Centers: Effectively Leveraging Campus Resources
Amy Kinch, The University of Montana; Marilyn Lockhart, Montana State University

Roundtable

Building on last year's POD conference discussions about the risk and rewards of participating in larger institutional initiatives, this session will explore how strategic decision-making and effective collaboration can greatly expand the offerings of even small faculty development programs. The discussion will address aligning decisions to take on new projects with institutional and unit priorities, opportunities for networking, and leveraging limited resources. Innovation and change without significant increases in funding will provide the framework for this session. Participants will leave with concrete plans for pursuing new center projects.

Topics: Administration, Faculty Professional Development, Programs
Audience: New/recent faculty developers (5 years or less), Faculty (conference attendees who are faculty and also part-time developers)

Bel Air IV
3:45 PM - 5:00 PM
Designing Graduate Student SoTL Programs that Support Institutional Change Efforts
Theresa Pettit and Colleen McLinn, Cornell University

Roundtable

Many institutions have graduate student teaching development programs that prepare students for faculty careers as well as teaching assistant roles. However, opportunities

for graduate and postdoctoral students to engage in design and implementation of Scholarship of Teaching and Learning (SoTL) activities are less common. In this roundtable discussion, participants will discuss best practices for designing programs that integrate SoTL activities into graduate and postdoctoral student development. Informed by models of institutional change, we will then brainstorm ways to leverage the resulting outcomes and scholarship beyond individual career and professional development to support a university-wide culture of scholarly teaching.

Topics: SoTL, Graduate Student Professional Development, Programs
Audience: Graduate teaching assistants or those supporting this population, Large colleges and universities

Spectrum A

Research
Session 3:45
PM - 5:00 PM

3:45 PM - 4:20 PM

Graduate Student Instructor Beliefs About Leveraging Diversity to Enhance Learning

Molly Hatcher, Joanna Gilmore, and Devon Donohue-Bergeler, The University of Texas at Austin

In this presentation, we share our findings from an evaluation of diversity essays written by graduate student instructors (GSIs). We targeted three areas of inquiry in our evaluation: (1) how GSIs define diversity, (2) what GSIs identify as ways that diversity enhances learning, and (3) what GSIs identify as barriers that impede the benefits of diversity. By sharing our findings, we aim to assist professional developers in supporting GSIs as they gain competency in this area. In addition, we hope to help instructors of all levels strategize about ways to leverage diversity in their classrooms to enhance student learning.

Topics: Diversity, Graduate Student Professional Development
Audience: All POD members, Graduate teaching assistants or those supporting this population

4:25 PM - 5:00 PM

SET and the Adjunct: A Framework for Leveraging Student Opinion

Stephanie Bechtel, Central Michigan University

Adjunct faculty are often dependent upon Student Evaluations of Teaching (SET) for their performance evaluations, placing them in a rather precarious position for subsequent course approvals and contracts. In this interactive session, we'll discuss current research on the SET results of adjunct faculty teaching in both online and compressed format face-to-face courses. What student, course, and instructor factors affect student's opinions of instructional effectiveness in these formats? How do we, as faculty developers and advocates, use SET results in a positive and supportive way?

Topics: Research, Adjunct Professional Development
Audience: All POD members

Waterford B

Research
Session 3:45
PM - 5:00 PM

3:45 PM - 4:20 PM

Faculty and Graduate Student Instructors' Perspectives on Professional Development

Jessica Harris, Thomas Nelson Laird, and Allison BrckaLorenz, Indiana University

This session aims to document current uses and needs regarding professional development for senior faculty, new faculty, and graduate student instructors (GSIs). Findings from faculty members at approximately twenty institutions that participated in the Faculty Survey of Student Engagement (FSSE) and from GSIs at eight institutions

that participated in the pilot of FSSE for Graduate Student Instructors (FSSE - G) are utilized to identify impactful methods of professional development as well as potential areas for improvement. The goal of the session is to help participants understand ways they can enhance faculty and GSI experiences within the classroom.

Topics: Faculty Professional Development, Graduate Student Professional Development, Research

Audience: All POD members, Graduate teaching assistants or those supporting this population

Poster Sessions, Friday, 3:45 PM - 5:45 PM

Garden Court
I & II

P1: Global Fellows: Engaging Faculty in Global, International, and Intercultural Teaching

Naomi Schoenfeld, Timothy Doherty, Mark Meehan, Rivier University

3:45 PM - 5:45
PM

This session describes the creation and implementation of a faculty development program to encourage a campus culture that is attentive to global teaching and learning. Interested faculty were offered a dynamic three-day retreat in which to expand their knowledge and teaching practices in relation to global engagement, and to develop course materials that reflect these new practices. Leveraging the knowledge, community, and resources of diverse campus stakeholders, this project highlights how to achieve a new degree of global engagement across the curriculum.

Topics: Faculty Professional Development, Programs, Teaching & Learning

Audience: Small colleges and universities, Faculty (conference attendees who are faculty and also part-time developers)

Garden Court
I & II

P2: Generating Faculty Buy-in on Training for Student Learning Outcomes Assessment

Corinne Nicolas and Karen Brinkley, University of Tennessee

3:45 PM - 5:45
PM

With greater calls for assessment throughout higher education, teaching and learning centers (TLCs) have begun to play an important role in assisting with campus-wide student learning outcomes (SLOs) initiatives. Their role in this process varies widely by institution, ranging from workshops and training and spotlighting assessment success stories, to sponsoring mini-conferences and consulting one-on-one with faculty. However, as the literature suggests, the greatest challenge may actually be in the use of the results rather than the assessment itself. This poster will present findings from a case study of one TLC's experience to integrate and institutionalize a culture of SLO assessment.

Topics: Assessment, Research, Faculty Professional Development

Audience: New/recent faculty developers (5 years or less), Seasoned faculty developers

Garden Court
I & II

P3: Online Teaching: Both Sides of the Story

Jessica Mansbach, Michigan State University

3:45 PM - 5:45
PM

This poster examines the impact of online teaching on mid-career faculty's work lives. Included in this poster are 1) a rationale for the study and an overview of the literature, 2) a description of the conceptual framework, 3) a summary of the research methods, 4) a preview of the findings, and 5) the intended learning outcomes. This poster is particularly useful to faculty and administrators who are interested in learning more

about how to attract and support faculty who are teaching online.

Topics: Technology, Faculty Professional Development

Audience: All POD members

Garden Court I & II P4: Leveraging Attention and Awareness in Students: A Mindfulness Approach
Ursula Sorensen, Utah Valley University

3:45 PM - 5:45 PM

Contemplative education has become an innovative concept in higher education. At the heart of this concept is mindfulness. A type of mindfulness practice is mindful walking. Mindful walking may help students develop attention and awareness. Additionally, self-efficacy messages may increase their motivation to participate while engaging in mindful walking. Session participants will be introduced to these concepts and then experience mindful walking with self-efficacy messages. Finally, session participants will formulate a plan to utilize this type of practice in their own classroom.

Topics: Teaching & Learning

Audience: All POD members

Garden Court I & II P5: Leveraging the Student Voice to Empower Faculty: An International Comparison

Trevor Morris and Ursula Sorensen, Utah Valley University; Susan Eliason, Brigham Young University; Gary Tsuchimochi, Teikyo University; Lynn Sorenson, Brigham Young University

3:45 PM - 5:45 PM

Using student consultants to gain feedback on teaching empowers the student voice and leverages institutional and faculty change. The Student Consulting on Teaching (SCOT) program trains undergraduate students to provide a variety of services to faculty. This session compares the outcomes from SCOT programs at various institutions, two in the United States and one in Japan. Data will be presented that will demonstrate the value of SCOTS on teaching practices.

Topics: Faculty Professional Development, Teaching & Learning, Programs

Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members

Garden Court I & II P6: MTLE: An Innovative Teaching Development Program for Early-Career Faculty at the University of Wisconsin-Madison

Nick Balster and Emily Utzerath, University of Wisconsin

3:45 PM - 5:45 PM

Faced with the demands of tenure, the value placed on research, and little to no experience in teaching, finding time to develop effective teaching presents a quandary for most early-career faculty. University of Wisconsin-Madison Teaching and Learning Excellence (MTLE) at University of Wisconsin-Madison is an innovative early-career faculty development program that leverages resources and knowledge from the many teaching and learning organizations across campus. MTLE strives to produce fast, efficient starters through a cohort mentoring model that builds cross-disciplinary communities of practice, and a learner-focused curriculum that connects fellows with resources and leverages a shared drive for deep learning grounded in inquiry and reflection.

Topics: Faculty Professional Development Organizational Development, Programs

Audience: Faculty (conference attendees who are faculty and also part-time developers), Large colleges and universities

Garden Court P7: Leveraging Institutional Data to Demonstrate Our Impact

I & II

Deborah Meizlish, Mary Wright, and Matthew Kaplan, University of Michigan

3:45 PM - 5:45 PM

Documenting the impact of faculty development work is a key challenge for the field, raising both methodological and institutional questions about how best to conduct and prioritize assessment efforts. This poster presents lessons from a multi-pronged evaluation of a year-long new faculty program that leveraged three types of data: participant surveys, our center's service database records, and student evaluations. We compare the program's first three cohorts with the three cohorts that immediately preceded them. In addition to our methodology and results, the poster highlights the strategic considerations that led us to undertake this particular evaluation project.

Topics: Assessment, Faculty Professional Development, Research
Audience: Administrators, Large colleges and universities

Garden Court I & II

P8: Leveraging a Fellowship Program in Support of Faculty Success

Jennifer Leptien, Sara Marcketti, Steve Freeman, and Ann Marie VanDerZanden, Iowa State University

3:45 PM - 5:45 PM

At a large, Midwestern University, a development fund, in existence since 1996, supports faculty members to develop new approaches to the teaching of undergraduate courses. The Fellowship Program funds 3-6 projects at \$15,000 to \$25,000 each year have supported 550 faculty members from every college at the University. Major findings from a survey sent to past recipients indicate the funding went beyond curricular changes to include professional development such as SoTL, seed grant money for external funding, and reputation-building opportunities. Lessons learned from the process of developing the fund's RFP and strategies for supporting fund-related professional development will be provided.

Topics: SoTL, Teaching & Learning, Administration
Audience: All POD members, Administrators

Garden Court I & II

P9: Mindsets Matter: A Case Study for Teaching Evidence-Based Reasoning

Sal Meyers, Simpson College

3:45 PM - 5:45 PM

Evidence-based reasoning is an important skill all liberally educated students should develop. AAC&U has a new project to facilitate the teaching of these skills: Scientific Thinking and Integrative Reasoning Skills (STIRS). This poster shares the current draft of a case study about mindsets by one of the STIRS Scholars. The evidence about mindsets shows that students with a growth mindset, that is students who see intelligence as something that can be developed over time with effort, are more likely to be successful in college than students with a fixed mindset, that is, students who see intelligence as something essentially unchangeable.

Topics: Faculty Professional Development, Teaching & Learning
Audience: All POD members

Garden Court I & II

P10: Meeting Adjuncts' Professional Development Needs through a Faculty Learning Community

Nathan Bond, Texas State University

3:45 PM - 5:45 PM

Adjunct faculty members pose unique challenges for universities. These professors vary greatly in terms of teaching abilities, workloads, and motivation levels. This year-long case study examined a faculty learning community (FLC) designed specifically for adjunct professors at an emerging research university. Data were collected from the facilitators' curricular materials for the meetings, semi-structured interviews with participants, and anonymous written evaluations after the meetings. Preliminary

findings show that the FLC provided pedagogical and emotional support to the adjuncts. The professors learned useful instructional strategies and felt more valued by the university.

Topics: Adjunct Professional Development, Faculty Professional Development, Research

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Garden Court I & II **P11: Analysis of a Team-Based Learning Approach in Linear Algebra**
Deborah Lawrence, The Sage Colleges

3:45 PM - 5:45 PM Team-based learning (TBL) is an effective pedagogy to encourage students to take ownership of their own learning as they work through activities in their teams. We present an overview of the facets of team-based learning, demonstrate how this approach was carried out within the context of a first course in Linear Algebra, and discuss selected results of a comparison of student learning outcomes between two offerings of the course, one with TBL and one without TBL. In particular, we discuss modifications from the standard TBL design, important to the setting of our small college classroom.

Topics: Teaching & Learning, Research

Audience: Faculty (conference attendees who are faculty and also part-time developers), Small colleges and universities

Garden Court I & II **P12: Reassessing Goals for Center Social Media: Leveraging Offline Relationships**
Sarah Holt, Phillip Edwards, and Michael Murphy, The Ohio State University

3:45 PM - 5:45 PM This poster shares our Center's evolving goals for online interactions and collaborative process for leveraging social media across four platforms with multiple contributors from across campus. We present examples from social media projects and examples of meaningful offline communication we see developing as a result. Specifically, we will outline the interactions that we observe in offline communications that are reflected, hosted or extended in social media posts. We will interact with attendees to discuss our preliminary findings, implications for social media use by Centers for Teaching and Learning, and ways to assess the effectiveness of this kind of initiative.

Topics: Technology, POD Professional Development, Programs

Audience: All POD members

Garden Court I & II **P13: A Faculty Wellness Workshop Series: Leveraging On-Campus Expertise**
Thomas Brinhaupt and Sheila Otto, Middle Tennessee State University

3:45 PM - 5:45 PM In this poster, we describe the development of a Faculty Wellness Workshop Series that leverages our partnerships with several campus entities. The series we developed includes free-standing faculty workshops devoted to stress management (partnering with Counseling Services), work-life balance (with our teaching and learning center), workplace civility (with one of our faculty learning communities), voice coaching (with our Speech and Theater Department), healthy eating and physical activity (with our campus's Director of Health Promotion), and health coaching (with our Campus Recreation department). Members of each of the partnering entities present workshops in collaboration with our center staff.

Topics: Faculty Professional Development, Programs

Audience: Seasoned faculty developers, Large colleges and universities

Garden Court I & II **P14: Faculty Perceptions of Service-Learning at a Research I University**
Nicole West, University of South Florida

3:45 PM - 5:45 PM This study explores faculty perceptions of service-learning at a large U.S. Research I university. A campus-wide survey was conducted to better understand faculty beliefs, attitudes, and behaviors related to service-learning across disciplines. Specifically, the survey attempted to uncover faculty beliefs about the definition of service-learning and assess faculty perceptions of student learning outcomes associated with this instructional model. Results suggest faculty believe service-learning develops practical skills, interpersonal skills, citizenship, and personal responsibility in students. In addition, results suggest faculty perceive lack of university support and negative impact on tenure and promotion decisions as challenges to use of service-learning.

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

Garden Court I & II **P15: Workshop Standards for Quality Assurance of the Teaching Portfolio**
Kayoko Kurita, The University of Tokyo

3:45 PM - 5:45 PM In Japan, the teaching portfolio has become popular as a reflection tool for enhancing quality of teaching. At the same time, methods for assuring portfolios are required for sustainability. We propose a set of standards for constructing workshop of the teaching portfolio. It has seven standards and four effort criteria. According to interviews, this standards is effective for organizing the workshop effectively.

Topics: Sustainability, Faculty Professional Development, Administration
Audience: All POD members, Administrators

Garden Court I & II **P16: Helping Graduate Students Prepare for Diverse Career Pathways**
Carolyn Cardamone and Laura Hess, Brown University

3:45 PM - 5:45 PM Our Center supports students throughout their time in graduate school as they explore and prepare for diverse career pathways. As their needs and interests evolve, the Center provides multiple points of entry, allowing graduate students to acquire skills and knowledge for personal development and career advancement. This poster will describe the evolution of our Center's programs and services in response to the changing needs of our graduate students, highlight the skills and competencies they foster and the campus and external collaborations they leverage, and showcase the diverse career pathways they support.

Topics: Graduate Student Professional Development, Programs
Audience: All POD members, Graduate teaching assistants or those supporting this population, Graduate Student Professional Developers

Garden Court I & II **P17: Preparing for Success: Supporting the Next Generation of Teaching Excellence**

Kim Vincent-Layton, Tasha Souza, Humboldt State University

3:45 PM - 5:45 PM This poster presentation will share the outcomes of Humboldt State University's Certificate in Faculty Preparation: Teaching in Higher Education program. The poster illustrates the feedback, reflection and modifications over the first three years of this four-course online certificate program designed to provide support and professional development for current and aspiring faculty. Through this interactive poster session we will engage participants in discussion about preparing the next generation of teaching

professors by leveraging online resources, current research and faculty experience to foster innovation and excellence in teaching and learning.

Topics: Faculty Professional Development, Teaching & Learning, Adjunct Professional Development

Audience: Faculty (conference attendees who are faculty and also part-time developers), Graduate teaching assistants or those supporting this population

Garden Court I & II

P18: College Leveraging Civic Issues for STEM Education Reform and Faculty Development

Monica Devanas, Rutgers University; Matthew Fisher, St. Vincent College

3:45 PM - 5:45 PM

Science Education for New Civic Engagements and Responsibilities (SENCER) a National Science Foundation funded program, focuses on connecting real world problems to science learning in an integrative way. Using complex issues with significant civic dimensions, SENCER courses teach "through" issues to underlying science in a way that creates opportunities for connections to other disciplines. This session will provide an overview of the SENCER approach, engage participants in the initial steps of designing such courses, and explore opportunities provided by the SENCER approach for faculty development and collaboration across disciplines, integrative learning, and engagement in the scholarship of teaching and learning.

Topics: Faculty Professional Development, Teaching & Learning, Assessment

Audience: All POD members

Garden Court I & II

P19: Targeting Programming to Junior Faculty: Building Relationships and Fostering Change

Robert Vanderlan, Paul Notaro, and Amy Godert, Cornell University

3:45 PM - 5:45 PM

Building programming targeted to junior faculty helps create a cohort to leverage a generational change in teaching. In this interactive session we will describe Cornell's Junior Faculty program, an initiative designed to create a diverse, supportive community of junior faculty. The program includes two multiple day faculty institutes, a teaching certificate program, a mentoring program, and a discussion series. Focusing on the New Faculty Institute (a two day teaching orientation) and the Teaching Partnership Program (a teaching mentorship program), we will examine the benefits of segmenting programming, discuss the challenges of sustaining momentum, and develop a plan for new programming.

Topics: Programs, Faculty Professional Development, Teaching & Learning

Audience: All POD members

Garden Court I & II

P20: Shared Ownership Design of a Campus-wide Instructional Development Office

Joel Colbert, Daniel Flynn, and Amy Pattin, Chapman University

3:45 PM - 5:45 PM

The Institute for Excellence in Teaching is the result of a leveraged collaboration between faculty and senior administration. The mission is to promote the value and practice of excellent teaching that facilitates learning. This session will describe how organizational and instructional development created synergy for shared ownership and rapid implementation.

Topics: Start-up, Faculty Professional Development, Teaching & Learning

Audience: New/recent faculty developers (5 years or less), Administrators, Faculty

Garden Court

P21: Better Tools, Better Culture: Improving Center Collaboration Using Google

I & II

Apps

Christopher Rice, and Cara Worick, University of Kentucky

3:45 PM - 5:45
PM

Do you have a need for improved internal communication, better project management and activity reporting, as well as a technological infrastructure to support more collaborative project work? Our center adopted a tool to achieve these goals, but experienced frustration due to poor adoption and a mismatch with our team's culture and needs. We shifted gears to adopt Google Apps and experiment with collaborative processes. This interactive session will examine our platform transition, demonstrate our use of the toolset and examine cultural changes we adopted to improve organizational performance. Participants will discuss common challenges in implementing similar systems in their centers.

Topics: Organizational Development, Administration, Technology
Audience: Administrators, Seasoned faculty developers

**Garden Court
I & II**

P22: Craft Without Graft: Evidence and Practice in Rapport-Building Email

Bryan Ruppert and David Green, Seattle University

3:45 PM - 5:45
PM

The prevailing culture of email undermines workplace and classroom rapport, assails job satisfaction, and erodes life-work balance. Yet principles from organizational and interpersonal communication can help us not only produce more effective, satisfying messages, but also boost rapport in the process. This applies both to interactions between faculty and students and to overstretched faculty developers trying to reach their overstretched faculty colleagues. In this hands-on session, participants will experience and critique sample faculty-student exchanges based on a research study and will then practice using professional communication tools to hone faculty development messages to a faculty audience.

Topics: Teaching & Learning, Faculty Professional Development, Start-up
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

**Garden Court
I & II**

P23: Social and Psychological Factors of Female Faculty Success

Gery Markova and William Vanderburgh, Wichita State University

3:45 PM - 5:45
PM

The advancement of women in academia has been a subject of interest for researchers, policy makers, and academic administrators. It has been acknowledged that despite the great production of knowledge by female faculty, they still struggle to gain the legitimacy and influence of their male counterparts. Evidence suggests that women are less likely to advance to higher level positions in universities and more likely to withdraw from academic jobs. In this research, we discuss social and psychological factors that facilitate or impede female faculty success in the three realms of academic performance-teaching, research, and service.

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

**Garden Court
I & II**

P24: The Doctor is In: Research and Grants Proposal Consultations

Chantal Levesque-Bristol, Purdue University, Research Committee Members, Grant Committee Members

3:45 PM - 5:45
PM

This session will provide general assistance, support, and advice to those contemplating conducting educational research, Scholarship of Teaching and Learning or writing a competitive POD Network grant proposal. Research could be of various kinds,

POD-

Sponsored Session

quantitative as well as qualitative, related to teaching, learning, assessment, evaluation, and professional, organizational, or instructional development. Educational development researchers are under increased pressure for research funding; therefore, grant proposal consulting has been added this year. Consultants are members of the POD Research Committee and Grants Committee. The session format is informal, and the consultants work with colleagues individually.

Topics: Assessment, Research, SoTL, POD Professional Development

Audience: All POD members

Conference Events, Friday, 5:15 PM - 11:00 PM

Garden Court III

5:15 PM - 6:45 PM

Crystal Ballroom

7:00 PM - 8:15 PM

Kemp's

8:30 PM - 11:00 PM

Resource Fair (cash bar)

Conference Dinner and Awards Banquet

Dance and Karaoke Party

Saturday, November 8

Saturday At - A - Glance

7:00 AM - 8:00 AM	Yoga with Michele DiPietro	Le Gala
7:00 AM - 8:45 AM	Conference Breakfast	Garden Court I & II
7:30 AM - 5:00 PM	Conference Registration	Ballroom Level
7:30 AM - 8:45 AM	Graduate and Professional Student Developers Breakfast <i>Kathryn Linder, Suffolk University, and Stephanie Rohdieck, The Ohio State University</i> (Get your food at the conference breakfast and meet in Crystal VII)	Crystall VII
	International POD Attendee Breakfast (Get your food at the conference breakfast and meet in Colonnade A)	Colonnade A
9:00 AM - 6:00 PM	Vendor Exhibit	Crystal Ballroom Foyer
9:00 AM - 10:15 AM	Committee Meetings and Special Interest Groups	
10:30 AM - 11:45 AM	Interactive, Roundtable, and Research Sessions	
12:00 PM - 1:30 PM	Conference Networking Lunch	Garden Court I & II
1:30 PM - 1:45 PM	Break	
1:45 PM - 3:00 PM	Interactive, Roundtable, and Research Sessions	
2:00 - 4:30 PM	Excursion E6: Ross Perot Museum of Nature and Science	Meet in lobby at 1:15 p.m.
3:00 PM - 3:15 PM	Break	
3:00 PM - 6:00 PM	Excursion E5: Cowboys Stadium	Meet in lobby at 2:15 p.m.
3:15 PM - 4:30 PM	Interactive, Roundtable, and Research Sessions	
6:00 PM	Dinner on Your Own	
7:00 PM - 10:00 PM	Excursion E7: Dallas Symphony: Bartok's Bluebeard's Castle	Meet in lobby at 6:15 p.m.

Committee Meetings, Saturday, 9:00 AM - 10:15 AM

Spectrum A
9:00 AM -
10:15 AM

Publications Committee
Laura Cruz, Western Carolina University

Spectrum B
9:00 AM -
10:15 AM

Electronic Communications and Resources Committee
Jake Glover, Kansas State University

Baccarat
9:00 AM -
10:15 AM

Small Colleges Committee
David Boose, Gonzaga University

Steuben
9:00 AM -
10:15 AM

Membership Committee
Michael Palmer, University of Virginia

Colonnade
9:00 AM -
10:15 AM

Finance Committee
Mary Wright, University of Michigan

Waterford A
9:00 AM -
10:15 AM

Professional Development Committee
Erik Palmore, Webster University

Bel Air I
9:00 AM -
10:15 AM

Part-time Faculty and Adjunct SIG
Lori Schroeder

Bel-Air II
9:00 AM -
10:15 AM

Diversity Committee

Interactive, Roundtable, and Research Sessions, Saturday, 10:30 AM - 11:45 AM

Crystal II
10:30 AM -
11:45 AM

Leveraging Cognitive Science to Inform Decisions about Technology in Teaching
Linda Nilson, Clemson University

This session invites participants to examine the learning effectiveness of a wide range of teaching technologies through the lens of cognitive science. Recent studies have found that certain technologies typically interfere with or impede students' attention, encoding, storage, and retrieval of material, while others facilitate these processes or can when properly managed. By the end, participants will be able to assess the arguments for using teaching technologies, explain the basic principles and processes of memory, learning, and attention, assess the learning effectiveness of common teaching technologies in view of cognitive science research, and make better informed technology decisions.

Topics: Teaching & Learning, Technology, Faculty Professional Development
Audience: All POD members

Colonnade A
10:30 AM -

Flipping the Classroom Workshops for Faculty: Key Design Considerations
Paul Notaro, Theresa Pettit, and Kimberly Kenyon, Cornell University

11:45 AM

This session invites discussion and feedback from participants regarding a research based pedagogical workshop for faculty on flipping the classroom. Presenters will show how the Flipping the Classroom workshop was developed and how it has evolved over 4 iterations based on faculty evaluations and institutional needs. Participants will work with actual workshop materials and discuss with each other how similar workshops might be offered at their own institutions, as well as what challenges they might face in implementation, assessment, and faculty acceptance of such a program.

Topics: Programs, Teaching & Learning, Faculty Professional Development
Audience: Instructional Technologists and technology integration specialists, Faculty (conference attendees who are faculty and also part-time developers), Large colleges and universities

Colonnade B
10:30 AM -
11:45 AM

Leveraging Organizational Development Theory: Faculty Developers as Change Agents

Laura Winer, Marcy Slapcoff, and Eva Dobler, McGill University

As actors in large and complex systems, how can faculty developers direct attention and support to issues that we deem important? We have adapted the "Issue Selling" framework from organizational development to explore new strategies for promoting organizational change in higher education. The session will present the modified framework, illustrate its application, and then participants will work through an example from their own experience. Individually, in small groups, and in plenary discussion, we will use the framework to identify effective strategies to promote change.

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

Crystal III
10:30 AM -
11:45 AM

University Inclusion by Design: Survey Your Syllabus

Andreas Broscheid, James Madison University; Carl Moore, Temple University

Inclusive teaching is effective teaching, yet requires significant thoughtful preparation. This interactive session will let participants try out an Inclusion Syllabus Audit tool (ISA). The ISA provides a rubric that allows faculty to proactively review the inclusiveness of their teaching from a course design vantage point. Experiences gathered from the use of the ISA in faculty development workshops at James Madison and Temple University will also be shared and participants will be given the opportunity to provide feedback to help enhance the tool.

Topics: Diversity, Assessment
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Crystal VI
10:30 AM -
11:45 AM

Leveraging a College Teaching Course to Prepare Future Faculty

Catherine Cherrstrom and Debra Fowler, Texas A&M University

Graduate school is an important time for teaching development; however, opportunities are limited and many future faculty apply for jobs with little or no teaching experience. Based on a longitudinal study, this session will share best practices to leverage existing faculty development resources, knowledge, and experiences to offer a College Teaching course. The course provides future faculty with teaching opportunities, development, and community, while encouraging the teaching heart. Participants will have access to the course's instructional design, syllabus, and resources and have the opportunity to apply research and best practices to their campuses.

Topics: Graduate Student Professional Development, Teaching & Learning, Research
Audience: Faculty (conference attendees who are faculty and also part-time developers), New/recent faculty developers (5 years or less)

Crystal VII
10:30 AM -
11:45 AM

Leveraging the Future of Blended/Online Learning at Small Colleges

Kathryn Plank, Colin Saunders; Peggy McMains, Otterbein University

For those of us at small, residential colleges, it's sometimes hard to see ourselves in visions of the future that use words like massive and online. But rather than accept or reject this vision, how can we reshape it so that online learning isn't just a response to external pressures but a way of doing what we do well even better? In this session, we will explore the challenges, pressures, and potential of blended and online learning, especially for smaller schools, and share strategies for creating faculty development opportunities that give faculty ownership of the process.

Topics: Faculty Professional Development, Technology, Organizational Development, Small colleges and universities

Audience: Instructional Technologists and technology integration specialists

Crystal VIII
10:30 AM -
11:45 AM

Assessing POD's Scholarly Engagement with Diversity from 1977-2011

Stacy Grooters, Stonehill College

As POD's Diversity Committee celebrates its 20th anniversary, we are invited to reflect on how well POD has leveraged its resources to advance its own diversity mission and to further conversations about diversity across higher education. This session looks specifically to POD's scholarly engagement with diversity through a content analysis of 35 years of conference program and journal article titles and abstracts and invites participants to consider how POD might better leverage its resources and expertise to further this work in the next twenty years. Participants can expect a research-driven, but highly hands-on and lively discussion.

Topics: Diversity, Research, POD Professional Development

Audience: All POD members

Lalique I
10:30 AM -
11:45 AM

"Best Program" Showcase

Michael Reder, Connecticut College; Gary Hawkins, Warren Wilson College; Erica Bastress-Dukehart, Skidmore College; Linda Beane-Katner, St. Norbert College; Jo Clemmons, Point Loma Nazarene; Cynthia Crimmins, York College of Pennsylvania; Cindy Gunn, American University-Sharjah; Frank Hasebrock, Denison University; Kenneth Jones, College of St Benedict; Bernice Melvin, Austin College; Susan Pliner, Hobart & William Smith Colleges; Mary Deane Sorcinelli, Mount Holyoke College; Steve Volk, Oberlin College

This dynamic session will highlight ten selected ideas for programming from a range of small campuses or small programs, each chosen for its innovation, effectiveness, and potential transferability. Participants will move through the room "speed-dating" style and glean one-page overviews of each program that highlight its goals, theoretical basis, and important practical details. Participants will ask questions, reflect upon what makes a good program, and vote to award prizes.

Topics: Programs, Faculty Professional Development, POD Professional Development

Audience: All POD members, Small colleges and universities

Spectrum B

Expanding Impact: Strategies for Engaging Harder-to-Reach Faculty

10:30 AM -
11:45 AM

Carolyn Wood, Harvard Kennedy School; Matthew Miller, Harvard Graduate School of Education

Many teaching and learning centers can rely on a loyal group of core clients - faculty who are intrinsically committed to pursuing teaching innovation in service of student learning. But, in striving to increase our impact, we often struggle to devise ways to engage the "fence sitters" and "active resisters". This interactive session will leverage the experience of participants to identify challenges and share strategies associated with reaching this next tier of faculty. We will use a pair of mini-cases to explore both institution-wide interventions and those targeted to specific, harder-to-reach faculty members.

Topics: Faculty Professional Development, Organizational Development, Programs

Audience: All POD members

Lalique II
10:30 AM -
11:45 AM

The Change Agent's Toolbox: Leveraging Strategies to Foster Campus Change
Patty Payette, University of Louisville

At the 2013 POD conference, Adrianna Kezar's keynote address helped us think about how we, as faculty developers, are uniquely poised to serve as change agents. No matter what type of change process you may be engaged in, this session gives you new ways to think and act like a campus change agent. You will be asked to consider your own change agenda by leveraging the research on organization change. You will be engaged to actively consider how new strategies, approaches and tools can help you more effectively communicate with colleagues about change and respond to your unique campus culture.

Topics: Organizational Development, Administration

Audience: Administrators, All POD members, Those in charge of change initiatives or reforms

Steuben
10:30 AM -
11:45 AM

Assessing Student Motivational Needs and Creating Strategies for Academic Success
Sara Kacin, Wayne State University

A significant problem that continues to confront higher education is the number of students who enter college but leave prior to achieving their goal of degree completion. One solution is to engage students through motivational messages that are created using the real-time motivational needs of students. In this interactive session, participants will discuss frameworks to identify the real-time motivational needs of students in their current classes, assess student motivation data collected throughout the semester and discuss strategies to motivate students in the classroom.

Topics: Assessment, SoTL, Teaching & Learning, Technology

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Waterford B
10:30 AM -
11:45 AM

Transforming Students From Groups to High-Performance Learning Teams
Cheelan Bo-Linn, University of Illinois at Urbana-Champaign

Research has shown the benefits of cooperative learning, commonly known as group work. A more structured form is teams. It is common to use these terms interchangeably, however, it is imperative to distinguish between them. Teams require specific skills and attributes to avoid destructive problems. What are the steps to transform students into high-performance learning team? How do we build

accountability and reflection? Based on a successful training module used on our campus, attendees will work in an experiential "teach the teacher" simulation model to understand the critical team components of shared goals, positive interdependence, and individual and mutual accountability.

Topics: Faculty Professional Development, Teaching & Learning

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Bel Air I

10:30 AM -
11:45 AM

Identifying Faculty Development Needs for the Integrated Curriculum

Isabeau Iqbal, University of British Columbia

There are many faculty development implications of supporting a curricular reform from a traditional curriculum to a horizontally and vertically integrated, competency-based one (Pearson & Hubball, 2012). In this session, I describe an appreciative inquiry approach we took to identify and begin to address the related faculty development needs when the Faculty of Pharmaceutical Sciences engaged in a major reform of the undergraduate program. Participants will be invited to discuss their own experiences of curricular reform and share useful strategies.

Topics: Faculty Professional Development, Start-up, Teaching & Learning

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

Bel Air II

10:30 AM -
11:45 AM

Applying the flipped approach to developing future STEM faculty

Ra'sheedah Richardson and Nathaniel Poling, Texas A&M University

How do we best prepare future STEM faculty for the increasingly dynamic and technology-influenced environment of the Academy? Flipped teaching is increasingly being used in higher education. This session highlights the collaboration between a university teaching and learning center and three colleges to redesign a course for doctoral student professional development in STEM teaching using elements of the flipped classroom pedagogical model. Best practices for designing and implementing a "flipped" future faculty course will be discussed and participants will gain insights into the application of this student-centered strategy as it relates specifically to the preparation of future STEM faculty.

Topics: Graduate Student Professional Development, POD Professional Development, Teaching & Learning

Audience: All POD members, Graduate teaching assistants or those supporting this population

Bel Air III

10:30 AM -
11:45 AM

Leveraging the Learning Design Community on Campus through Meaningful Collaboration

Crystal Ramsay and Kathy Jackson, The Pennsylvania State University

Collaboration with other campus units focused on learning design allows a university's teaching center to extend its reach, improve its services, and innovatively grow in ways that would not be possible without such collaborations. Initiating and bringing effective collaborations to fruition, however, can be daunting. The purpose of this session is to invite conversation around how to meaningfully and substantially leverage other campus entities (besides the teaching center) that are involved in learning design. A framework for examining campus contextual factors and a structure for identifying potential collaborative partners will be provided.

Topics: POD Professional Development, Programs

Audience: Large colleges and universities, New/recent faculty developers (5 years or less)

Spectrum A

10:30 AM -
11:45 AM

10:30 AM - 11:05 AM
Patterns of Faculty Development and Their Impacts on Teaching Practices
Joe Bandy and Derek Bruff, Vanderbilt University

Research
Session

Seeking a greater understanding of the complex relationship between Vanderbilt's Center for Teaching and its clients, the Center synthesized existing participation data to find frequency interaction patterns at two different career stages: pre- Assistant Professors and tenured Associate Professors. Further, the Center conducted pilot interviews with individuals at each stage to explore qualitative dimensions of faculty development, trajectories of growth, and effects on teaching practices. These data reveal patterns of faculty development that suggest the impact of specific programs at different career stages. Participants will discuss the findings and how to tailor existing programs to support faculty and institutional development.

Topics: Faculty Professional Development, Assessment, Research, Programs
Audience: All POD members, Seasoned faculty developers, Administrators

11:10 AM - 11:45 AM
"...and with a [rubric] lever, I will lift the world."
Jennifer Russell and Natasha Haugnes, Academy of Art University

Like Archimedes' lever, can rubrics "lift" a university? The Academy of Art University's faculty developers have worked with instructors on grassroots development of rubrics for years. Their efforts helped shift the conversation from "How does one even assess art?" to "How can I address creativity in my rubric?" Now, one year into a campus-wide initiative to develop normed rubrics throughout core courses, we surveyed both instructors and students to discover: What effect does rubrics' increased and formalized use have on student and faculty perceptions? Results reveal both encouragement and caveats to institutions and centers looking to bolster assessment with rubrics.

Topics: Assessment, Teaching & Learning, Faculty Professional Development, Research
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Baccarat

10:30 AM -
11:45 AM

10:30 AM - 11:05 AM
Overview of Data on Integrated Centers for Teaching and Learning
Bruce Kelley, University of South Dakota; Nancy Fire, University of North Texas; Laura Cruz, Western Carolina University

Research
Session

Connie Schroeder's *Coming in from the Margins* (2011) highlighted the emerging role that faculty development centers play as institutions face strategic changes. The presenters of this proposed workshop built on this study, and surveyed faculty developers in 2013 to find out how their centers have changed, and whether or not they have been integrated with other strategic support centers on campus. The survey gathered data on the nature of change in the field of faculty development, and the benefits and challenges associated with these changes. This session will present our findings and will discuss some of their implications.

Topics: Administration, Organizational Development, POD Professional Development
Audience: Administrators, Seasoned faculty developers

11:10 AM - 11:45 AM

What Students Want: Examining Small Group Instructional Feedback Results

Elizabeth Hancock, Stacey Nickson, S. Raj Chaudhury, and Emad Ismail, Auburn University

What does Small Group Instructional Feedback (SGIF) reveal about students' academic expectations? This research session discusses the results of data collected from students over a 3-year period at a large southeastern university, using the SGIF process. Attendees to this session may use this information to better understand the impetus for students' expectations, enhance student learning, improve course delivery, and positively impact the experiences that students have in their classes.

Topics: Administration, Research, Assessment, Small Group Instructional Feedback, Course Assessment

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

Bel Air V
10:30 AM -
11:45 AM

10:30 AM - 11:05 AM

New Faculty Scholars Program Supports Tenure-Eligible Faculty

AnnMarie VanDerZanden, Holly Bender, Cinzia Cervato, and Laura Bestler, Iowa State University

Research
Session

This session will showcase how three university level campus entities leveraged their individual faculty development programming to create the comprehensive New Faculty Scholars program. The goals of this program are to: provide a systematic framework to help new faculty acclimate to their new roles and responsibilities at the university; create a campus-wide network for future collaboration; highlight interactive instructional methods; and serve as a coordinated effort to build individual capacity for academic success. Program evaluations from the 2013 cohort show the program has accomplished the short-term goals and that participants are currently engaging in some of the longer-term goals.

Topics: Faculty Professional Development, Start-up, Research

Audience: All POD members

11:10 AM - 11:45 AM

Student Ratings of Instruction as an Indirect Measure of PD

Paul Gebb, Oklahoma City University

Measuring the transformative effects of CTLs within a faculty's classroom can be a daunting task for centers with limited staffing and budget. This session seeks to present a methodology for utilizing the IDEA tool results as a pre - and post-indirect measure of faculty PD within the classroom environment. Typically, CTLs rely on measures of programing attendance, self-reported consumer implementation, artifacts of course redesign, and invited classroom observations, but CTLs often disregard student ratings as a valid measure of transformation. Three populations will be utilized to provide a comparative analysis, which may be used as an indirect measure of PD.

Topics: Assessment, Faculty Professional Development

Audience: All POD members, New/recent faculty developers (5 years or less)

Bel Air VI
10:30 AM -
11:45 AM

10:30 - 11:05 AM

What do Part-Time Faculty Members Need in Professional Development?

Lawrence Gallagher and Rosalinda Haddon, Northern Arizona University

Research
Session

While many faculty professional development programs have very well developed and mature programs for their full-time faculty members, most programs do not have the

same level of support for part-time faculty members. Part of the reason for this is that part-time faculty members have diverse needs and are not a homogenous group. This session discusses an effort to gather comprehensive feedback from part-time faculty members in order to develop a longitudinal plan for providing professional development to this group of faculty members.

Topics: Adjunct Professional Development, Faculty Professional Development, Research

Audience: All POD members

11:10 AM - 11:45 AM

Faculty Development and Multiple Perspectives of a Flipped Course

Stacy Williams-Duncan, University of Virginia

Proponents and critics of the increasingly popular flipped classroom point to the need for more research into its effectiveness. Many articles about the model are instructor reflections that do not incorporate systemic assessments of student responses. This qualitative case study of an undergraduate biomedical engineering course begins by investigating how a week long course design training and a year long faculty learning community influenced the instructor's design and implementation of the flipped classroom model. It then compares the instructor's experience of the course with students' perspectives on the flipped model and students' assessment of how it impacted their learning.

Topics: Research, Faculty Professional Development, Teaching & Learning

Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members, Communications

**Garden Court
I & II**

12:00 PM -
1:30 PM

Conference Networking Lunch

**Crystal II
1:45 PM –
3:00 PM**

SpeedGeeking - POD Unconference

This session is the POD version of speed dating! POD members will engage a small table of colleagues in an exchange of exciting ideas that spark innovation and lead toward emerging practices. SpeedGeekers will be assigned a table in the room and session attendees will visit tables in a round robin fashion – listening to each SpeedGeeker for seven minutes. The session provides a fast-paced and fun way to connect with colleagues and/or topics.

**Colonnade A
1:45 PM - 3:00
PM**

Interactive, Roundtable, and Research Sessions, Saturday, 1:45 PM - 3:00 PM

Shine the STROBE on Student Engagement in Large Enrollment Classes

Carol Hurney, James Madison University

The term "student engagement" is widely used in higher education and it is often of interest to scholars practicing SoTL research. In this interactive session, we introduce a modified version of the STROBE instrument (O'Malley et al, 2003), which assesses student behavior in the classroom. We will introduce our modified STROBE instrument, allow the audience to engage with the instrument, and describe the pros and cons of using the STROBE to measure student behavior as it relates to engagement. We will also facilitate a discussion about how this instrument could be used to complement

center-level assessment efforts.

Topics: Teaching & Learning, Research
Audience: All POD members

Colonnade B **Leveraging Learning Analytics: How Big Data Informs Our Multi-Faceted Work**
1:45 PM - 3:00 PM *Rachel Niemer, University of Michigan; Nancy Turner and Jim Greer, University of Saskatchewan*

The growing field of learning analytics (LA) will inform many of the aspects of educational development work in the coming years, as "big data" has been identified as one important way in which 21st century education will differ from 20th century education. It will be critical for educational developers to understand how we can leverage the insights and tools of LA as a key source of data in our understanding of teaching and learning. We will share methods and approaches through which LA can affect curriculum, instructional practices, and faculty change.

Topics: POD Professional Development, SoTL, Technology
Audience: All POD members

Crystal I **Academic Bullying: Leveraging Existing Research to Create More Civil Institutions**
1:45 PM - 3:00 PM *Michele DiPietro and Amy Buddie, Kennesaw State University*

Academic bullying is prevalent relentless, resulting in stress, burnout, poor teaching quality, and decreased productivity for its victims. Institutions with high levels of academic bullying may find it difficult to attract and retain new faculty members (Twale & De Luca, 2008). As educational developers, we can leverage our knowledge of existing research and our collective experiences to help foster a more civil workplace where all faculty, staff, administrators, and students can thrive. In this interactive session, we will examine the research on academic bullying and work together to brainstorm strategies at both the individual and institutional level.

Topics: Faculty, Professional Development, Research, Organizational Development
Audience: All POD members

Crystal III **Understanding and Promoting Student Engagement in Today's Varied Teaching Contexts**
1:45 PM - 3:00 PM *Elizabeth Barkley, Foothill College*

Concern over student engagement is now central to conversations regarding quality in higher education, but what does 'student engagement' really mean? And once we know, how do we achieve it? This session will begin with identifying common challenges college teachers face engaging students. Then, using a dynamic model for understanding what 'student engagement' means, we will draw from research and good practice literature as well as participant experience to identify strategies for promoting it in our varied teaching and learning contexts. The workshop's closing activity will be to identify solutions to the specific challenges participants identified in the opening activity.

Topics: Faculty Professional Development, Teaching & Learning, Technology
Audience: New/recent faculty developers (5 years or less), Seasoned faculty developers, Faculty (conference attendees who are faculty and also part-time developers)

Crystal VI **Broadening the Impact of a Technology Integration Grant Program**
1:45 PM - 3:00 PM *James Zimmerman, Rollins College*

PM

Frequently, faculty technology integration grants simply train faculty on particular educational technology tools and leave the implementation (and resulting impact on student learning) to fate. To improve the pedagogical impact and bolster the student learning outcomes of our technology integration grant program, the program structure was redesigned to leverage three distinct faculty support resources on campus; (1) the learning and teaching center, (2) instructional technology/academic computing, and (3) instructional librarians. Faculty grant awardees were assigned a triad of campus resources to utilize for the duration of their project's design and implementation phases.

Topics: Technology, Faculty Professional Development, Teaching & Learning
Audience: Instructional Technologists and technology integration specialists, Small colleges and universities

Crystal VII
1:45 PM - 3:00
PM

I Wasn't Trained for This...or Was I?: Rethinking Collaboration

Emily Gravett, Trinity University; Kathryn Linder, Suffolk University; and Suzanna Klaf, Fairfield University

As faculty developers are being asked to do more with less, many of us are turning to collaborative endeavors, whether it be with faculty, other faculty developers and administrators, or across institutions. Yet many of us come to faculty development from disciplinary fields in which collaboration and co-authorship are not the norm. In this session, we'll explore best practices for collaborative work in order to leverage our skills and experiences to get collaborations started, make collaborations effective, respond to potential challenges in collaborative work, and decide what tools and techniques can be utilized to best facilitate the collaborative process.

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

Crystal VIII
1:45 PM - 3:00
PM

Prizing Innovative Teaching: Small Awards, Big Impact

Erping Zhu and Stefan Turcic II, University of Michigan

The session briefly explains collaboration between a teaching center and other offices to create a new prize for specific teaching innovations that involve the use of new technology and pedagogies. We will briefly cover the award's goals, nomination process, selection criteria, and its impact. The session shares results of a follow-up study of the prize's impact on 5 cohorts of faculty. Participants will identify what resonates with them and is applicable to their own institutions. Participants will brainstorm strategies for leveraging partnerships with other units to effectively use limited resources to advance innovative and excellent teaching on college campuses.

Topics: Assessment, Research, Teaching Awards
Audience: All POD members

Spectrum A
1:45 PM - 3:00
PM

Leveraging Faculty Teaching Knowledge: Communities of Practice Other than FLCs

Gary Smith and Audriana Stark, University of New Mexico

Although the well-known faculty learning community (FLC) model is commonly referred to as a type of community of practice (CoP), the FLC construct differs substantially from the community of practice paradigm that originated within business and health professions. This session calls attention to the potential to engage large numbers of faculty, and leverage and manage their knowledge of teaching and learning, by cultivating and nurturing more traditional CoPs. CoPs are inclusive of novices and

experts in any number, are not time bound, have agendas driven by members, and can be low maintenance with effective coordination.

Topics: Faculty Professional Development, POD Professional Development, Start-up

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Spectrum B
1:45 PM - 3:00
PM

Gaining Leverage through Strategic Participation on Institutional Committees

Dennis Munk and Gregory Baer, Carthage College

Faculty developers often have opportunities to join academic or administrative committees. The decision to volunteer for or accept appointment to these opportunities may be informed by developers' perceptions that work on a committee will allow them greater insight into institution-wide issues, stronger collaborative relationships with faculty and administrators, and leverage in promoting their services to address goals and issues. This session will focus how developers can be strategic in their broader participation in their institution. This interactive session will be facilitated by two directors with extensive experience on committees and in leading their institution's accreditation process.

Topics: POD Professional Development Programs, Start-up

Audience: Faculty (conference attendees who are faculty and also part-time developers), New/recent faculty developers (5 years or less)

Lalique I
1:45 PM - 3:00
PM

Leveraging Dynamic, Intersubjective Practice: Strengthening our Work Through Strategic Themes

Kathy Takayama and Carolin Cardamone, Brown University

Our Teaching and Learning Center has developed a theme-based framework that catalyzes an integrative process to embed meaningful connections throughout our diverse range of programs and activities. This interactive session will allow participants to examine how a strategically developed "yearly theme" can strengthen the impact of their Center's work and leverage connections throughout the institution. Using a case study based on the theme of "Mentoring", we will reveal how a theme re-enforces and re-contextualizes the continuum of our Center's work. This strategy has brought in new, diverse audiences to strengthen our community, yielding new collaborations and opportunities.

Topics: POD Professional Development, Programs, Graduate Student Professional Development, Intersubjective Practice

Audience: All POD members, Seasoned faculty developers

Lalique II
1:45 PM - 3:00
PM

Harnessing Free Tech-Tools: Levers for Faculty Learning Communities and SoTL

Bonnie Mullinix, TLT Group & Jacaranda Educational Development, LLC

This session will take participants through a range of free online resources that can be used to support faculty learning communities and SoTL efforts. From coordinating meetings, to researching learning to collaborating on projects, studies, documents and presentations, this session uses a case to illustrate the flow and interconnection between these 'apps' and provides a matrix and a moment for participants to consider how to leverage these tech tools for their own faculty development programs. BYOD (tablet, laptop, smartphone) to participate and actively explore, or just your creative mind. All welcome - no device or tech affinity required.

Topics: Technology, Faculty Professional Development, SoTL
Audience: All POD members

Baccarat

1:45 PM - 3:00
PM

Colleges Best Practices in Building and Sustaining Inclusive Faculty Development Programs

Jonathan Iuzzini, Monroe Community College; Susan Pliner, Hobart & William Smith Colleges

Faculty developers frequently indicate an interest in creating programs that appeal to a wide cross-section of their institution's faculty, yet feel unequipped to lay the foundation for a truly inclusive Center. If we can think strategically about inclusive program design, we can be at the forefront of our institutions' efforts to recruit, support, and retain diverse faculties. Participants in this workshop will discuss key inclusive excellence concepts; will be able to anticipate with greater clarity when and how to consider inclusivity in their work; and will create a plan to redesign a specific program to model inclusive excellence.

Topics: Diversity, POD Professional Development, Programs
Audience: All POD members

Steuben

1:45 PM - 3:00
PM

Seeing Beyond the Gates: Leveraging Risk for Engaged Careers

Tine Reimers and Kimberly Van Orman, University at Albany

This session is designed to help faculty, faculty developers and graduate students learn strategies for aligning professional and personal goals and embracing a career in which they feel free to take risks in the pursuit of their academic passions. Programs often focus on helping graduate students and assistant professors past the next "gate" (graduation, thesis, tenure, promotion), unintentionally creating mental barriers to success. Join us to learn new strategies for encouraging professional risk-taking. Participants will develop an action plan for balancing immediate tasks with broader professional, personal and institutional goals.

Topics: Faculty Professional Development, Graduate Student Professional Development, Programs
Audience: All POD members

Waterford B

1:45 PM - 3:00
PM

Promoting Faculty Role Balance: Implications for Faculty Developers

K. Andrew R. Richards and Chantal Levesque-Bristol, Purdue University

Faculty may suffer from role-related stressors such as role conflict, ambiguity, and overload as they navigate the job facets of research, engagement, and teaching. This role stress can result in the prioritization of certain facets and the neglect of others. Faculty developers are uniquely positioned to help faculty work through role stress while also promoting quality teaching and engagement practices. Service learning, the scholarship of teaching and learning, the scholarship of engagement, and self-study are discussed as strategies that work toward multiple institutional missions at once. Recommendations for helping faculty achieve role balance are discussed, as are implications for faculty development.

Topics: Faculty Professional Development, Programs, Teaching & Learning
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Bel Air I

1:45 PM - 3:00
PM

Part-Time Developers: Balancing Competing Demands

Neeta Primo, Monroe Community College

As a part-time faculty developer, do you struggle to balance work in your center with your other responsibilities? Do you feel that you are working multiple jobs and wrestle with where you should devote your efforts? If so, join us to discuss a dilemma that you face as a part-time developer. We will use protocols from the Critical Friends Group to help you leverage the knowledge and experience in the room. At the conclusion of this session, you will have practiced using a protocol that can be incorporated into your work, networked with colleagues, and received feedback on your dilemma.

Topics: POD Professional Development

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

Bel Air III

1:45 PM - 3:00 PM

Black Doctoral Student Socialization and Future Faculty Aspirations

Cameron Harris, Indiana University

The purpose of this session is to advance and brainstorm faculty diversity and explore how a better understanding of doctoral student socialization will contribute to the production of future faculty. In this session I argue that intentional support for Black doctoral students will lead to a better understanding of faculty careers for prospective faculty. Considering racialized experiences in socialization will contribute to a more equitable and diverse professoriate. Faculty and faculty developers will leave with a better understanding of Black doctoral socialization and how to best support future faculty.

Topics: Graduate Student Professional Development, Diversity, Faculty Professional Development

Audience: Graduate teaching assistants or those supporting this population, Faculty (conference attendees who are faculty and also part-time developers)

Bel Air V

1:45 PM - 3:00 PM

The Proof is in the Pudding: Becoming a Scholar of Educational Development

Laura Cruz, Western Carolina University; Chantal Levesque-Bristol, Purdue University

Participants in this session will think through a research project in the field of educational development, with particular attention to best practices in the identification, collection, and evaluation of a research question and evidence.

Topics: Research, POD Professional Development, Assessment

Audience: New/recent faculty developers (5 years or less), All POD members

Bel Air VI

1:45 PM - 3:00 PM

Difficult Dialogues and Stereotype Threat: Facilitating Effective Classroom Discussions

Tasha Souza, Humboldt State University

How can one transform a tense classroom discussion into a positive learning experience? This workshop will discuss strategies for facilitating difficult dialogue and minimizing stereotype threat in the classroom. In addition to exploring what can be done prior to a difficult discussion so that it may be a productive one, we will discuss current research related to difficult dialogues and stereotype threat in order to be able to minimize such threat. Participants will learn effective strategies for facilitating difficult dialogues and examine what can be done after a difficult dialogue to assess the outcomes of the experience.

Topics: Diversity, Teaching & Learning, Faculty Professional Development

Audience: Faculty (conference attendees who are faculty and also part-time developers), New/recent faculty developers (5 years or less)

2:00 PM - 4:30 PM **Excursion E6:** Ross Perot Museum of Nature & Science

3:00 PM - 6:00 PM **Excursion E5:** Cowboys Stadium

Interactive, Roundtable, and Research Sessions, Saturday, 3:15 PM – 4:30 PM

Colonnade A Leveraging Leadership Competencies for Department Chair Recruitment, Feedback, and Development

3:15 PM - 4:30 PM

Krista Hoffmann-Longtin and Megan Palmer, Indiana University School of Medicine

Department chairs play crucial roles in higher education. Despite having outstanding academic credentials, data indicate that they are often underprepared to lead and manage. Drawing from the literature and feedback from current chairs, we sought to improve our approach to chair recruitment, professional development, and feedback by reorganizing around key leadership competencies. Session participants will 1) work with members of the POD community to generate a list of attributes of effective chairs; 2) consider how to use a competency-based approach in their own chair recruitment, feedback, and development; and 3) be provided with an overview of our process and tools.

Topics: Administration, Organizational Development, Programs

Audience: Administrators, Seasoned faculty developers

Colonnade B Leveraging Resources to Create a Virtual Center for Teaching Excellence

3:15 PM - 4:30 PM

Anne Schoening, Tracy Chapman, and Sarah Oliver, Creighton University

Developing a "virtual" center for teaching and learning is an innovative way to leverage campus resources. This interactive session will describe the two-phase process used to create and sustain a Virtual Center for Teaching. Participants will take part in a simulation of the collaborative process used to build the wireframe, identify content, and evaluate the site's utility. Activities include a virtual tour of the vCTE, a mock review of the site using the vCTE Peer Review Rubric, and a simulated vCTE Advisory Board session utilizing a face-paced modified PechaKucha (Klein & Dytham, 2014) meeting format.

Topics: Faculty Professional Development, Technology

Audience: Faculty (conference attendees who are faculty and also part-time developers), Instructional Technologists and technology integration specialists

Crystal I Building Community around Teaching & Learning Events - What Works

3:15 PM - 4:30 PM

Dakin Burdick, Endicott College; Naomi Schoenfeld, Rivier University

This session will share the analysis of a survey of 238 faculty members at small colleges who were asked how much various attributes of teaching and learning events and initiatives influenced their willingness to attend. The research initially drew upon the five attributes of innovations identified by Everett Rogers (2003). Participants will discuss these results and how they might be used to augment attendance at sessions at their own institutions. Participants will leave with specific guidelines to improve attendance at such events.

Topics: Research, Faculty Professional Development, Adjunct Professional Development

Audience: New/recent faculty developers (5 years or less), Seasoned faculty

developers

Crystal II

3:15 PM - 4:30 PM

Peer Review Adapted to an Online World

S. Raj Chaudhury, Emad Mansour, and James Groccia, Auburn University

Peer review of teaching is a common means of assessing teaching and improving instruction at many colleges and universities. Buskist et. al. (2012) have provided a practical model with clear steps on the design of an effective peer review program. In a world of burgeoning online teaching, the peer review model needs to be modified to best meet the needs of this new teaching modality. In this session, we shall present our ideas on how to adapt Buskist's model to online teaching and have participant input shape this adaptation.

Topics: Faculty Professional Development, Technology, Programs
Audience: Seasoned faculty developers

Crystal III

3:15 PM - 4:30 PM

Helping Instructors Leverage Meaningful Learning: Strategies for Critical Thinking

Susanna Calkins and Nancy Ruggeri, Northwestern University

In higher education, students are often expected to be critical thinkers, yet instructors can struggle with articulating what "critical thinking" means within their disciplinary contexts. In this workshop, we will explore frameworks that inform student cognitive development and provide examples of critical thinking in a variety of disciplines. Using a gallery walk method, participants will probe a series of assumptions connected to critical thinking, while simultaneously engaging in a range of critical thinking strategies to leverage meaningful learning. Throughout the session, we will leverage participants' experiences and insights, in order to highlight similarities and differences in approaches to critical thinking.

Topics: Faculty Professional Development, Graduate Student Professional Development, Teaching & Learning
Audience: All POD members

Crystal VI

3:15 PM - 4:30 PM

Leveraging Campus Initiatives through Scholarship, Hospitality and Collaboration

Jeff Galle, Oxford College at Emory University; Virginia Lee, Virginia S. Lee and Associates

An international conference at a small liberal arts campus associated with a research university provides an example of how we can extend the scope and implications of our work as educational developers, both as practitioners and scholars. After some initial framing using the conference and liberal arts campus as a case, participants will identify a practice or initiative on their own campus and develop a set of strategies to leverage its impact. Participants will leave with a greater awareness of the ways we can extend the implications of educational practice and scholarship and some specific tools for doing so.

Topics: Teaching & Learning, POD Professional Development, SoTL, International Collaboration
Audience: All POD members

Crystal VII

3:15 PM - 4:30 PM

Instructional Consultation: Hands-on Approaches to Assessment and Advancing the Practice

Karen Brinkley, David Schumann, Tiffany Smith, and Beth Bigler, University of Tennessee

Individual consultation with faculty within institutions of higher education has been a mainstay of faculty development since the inception of teaching and learning centers over 40 years ago. While the faculty development literature reflects a variety of approaches to consultation, the literature lacks specificity with regard to models focused on implementation and evaluation of instructional consultation. This highly-interactive session will 1) provide an overview of existing approaches to consultation, 2) guide participants through the process of designing an evaluation plan for consultation services, and 3) share insights from a comprehensive evaluation conducted by the authors on their Center's consulting services.

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

Crystal VIII

3:15 PM - 4:30 PM

How Active is Your Class: Using a Modified Observation Protocol

Regina Frey, Denise Leonard, Erin Solomon, Beth Fisher, Washington University in St. Louis

This session will provide an opportunity to learn about, apply, and discuss a classroom observation protocol to document instructor and student behaviors in diverse courses. Discussion of this protocol will suggest that this observation protocol is a straightforward, but powerful, documentation tool that can lead to improved teaching and improved faculty development programs. Use of this protocol can provide faculty with a clearer sense of the amount of active learning occurring in their classrooms. In addition, it can provide faculty developers with specific information about the success with which faculty are implementing strategies learned in faculty development programs.

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

Spectrum B

3:15 PM - 4:00 PM

Leveraging New Faculty Development to Create Future Leaders

Anne Kelsch, and Joan Hawthorne, University of North Dakota

A perceived decline in faculty participation in leadership and governance is well-documented. Cultural characteristics within higher education make nurturing campus "citizenship" among junior faculty challenging. This session describes a study exploring junior faculty understandings of professional responsibilities beyond teaching and research. The study documents the sense of unpreparedness with which new faculty approach key higher education issues, including effective governance and leadership. Development strategies for redressing that lack are described. This session promotes the development of a more diverse group of faculty leaders by providing strategies for changing negative attitudes and expectations regarding faculty participation in leadership and governance.

Topics: Faculty Professional Development, Programs, Leadership Development
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers), Chairs, Administrators

Baccarat

3:15 PM - 4:30 PM

Leverage Analytics to Improve Online and Social Media Professional Development

Stephanie Richter, Northern Illinois University

As professional development occurs increasingly online and through social media, assessing the quality and effectiveness of programs and resources becomes significantly more complex. It is important to evaluate such initiatives, however, and to

develop new tools to do so. In most cases the data is already available, but organizations need to collect and leverage the analytics for evaluation and improvement. In this session, participants will learn about the analytics tools available to gather data on the use and effectiveness of online and social media professional development resources and will draft a strategy to implement analytics in their own organizations.

Topics: Assessment, Technology

Audience: All POD members

Steuben

3:15 PM - 4:30 PM

Enhancing Graduate Student Teaching Preparation through a Team-Based Learning Approach

Michelle Rodems, Marie Kendall Brown, and Boeth Boehm, University of Louisville

In this interactive session, participants will learn how to integrate a modified team-based learning approach into a yearlong graduate student teaching preparation program. Presenters will provide a brief overview and background of their own program, review key principles of team-based learning, and share data about the specific benefits and unintended consequences of utilizing this pedagogical approach. In order to gain firsthand exposure to this approach, participants will be placed in groups, complete an initial readiness assessment test, learn from a mini-lecture, and complete a group learning activity.

Topics: Graduate Student Professional Development, Programs, Teaching & Learning, Technology

Audience: Graduate teaching assistants or those supporting this population, New/recent faculty developers (5 years or less)

Waterford A

3:15 PM - 4:30 PM

Leveraging Twitter for Pedagogical Enhancement, Professional Development, and Center Visibility

Joshua Eyles, Elizabeth Barre, Robin Paige, Rice University

Love it or like it a bit less, Twitter has become an important resource for our work in faculty, graduate student, and organizational development. This session will explore both the use of Twitter as a pedagogical tool, and also the important role it can play in enhancing the reputation of our Centers. Not only can Twitter be a valuable device for marketing our services, but it can be an additional way to bring our Centers into the national conversation about teaching and learning. We will assist participants in creating Twitter accounts during the session.

Topics: Technology, Teaching & Learning

Audience: Administrators, All POD members

Lalique II

3:15 PM - 4:30 PM

Diversity Committee at 20: Leveraging Our Past, Building Our Future

Lindsay Bernhagen, The Ohio State University; Isis Artze-Vega, Florida International University; Sandra Sgoutas-Emch, University of San Diego; Patricia Elam Walker, Simmons College; Marie-Therese Sulit, Mount Saint Mary College; Pamela Roy, Michigan State University

POD-Sponsored Session

Diversity and identity are complex issues that shape every aspect of teaching and learning. While POD has long taken diversity seriously, contemporary trends in higher education raise new questions. In this roundtable, facilitators from the POD Diversity Committee commemorate the DC's 20th anniversary by providing a supportive space wherein complex questions about diversity can be raised. Participants will collectively think through how we, as educational developers, can leverage our expertise in support of diversity and inclusion. The roundtable will form the basis from which a toolkit of

resources (to be hosted on the Diversity Committee's WikiPODia site) will be developed.

Topics: Diversity, Organizational Development

Audience: All POD members, Administrators

6:00 PM **Dinner on Your Own**

7:00 PM -
10:00 PM **Excursion E7:** Dallas Symphony: Bartok's BlueBeard's Castle

Sunday, November 9

Le Gala

6:00 AM - 7:00 AM Yoga with Michele DiPietro

Garden Court I
& II Conference Breakfast
7:00 AM - 8:30 AM

**Malachite
Showroom**

8:30 AM -
10:00 AM **Leveraging Our Collective Experience: Reflections from Long-Time Faculty Developers**
Deborah DeZure, Michigan State University; Alan Kalish, The Ohio State University; Matt Kaplan, University of Michigan; Mathew Ouellett, Wayne State University

**Conference
Anchor
Session**

Four long-time developers will reflect on key issues and productive practices we have witnessed in educational development and those we endeavor to integrate into our practice. With the proliferation of new faculty development programs and the retirement of many seasoned colleagues, it is timely to share this collective experience. The session will make explicit our guiding principles and reflections and enable attendees to explore whether and how these ideas resonate, illuminate, reframe and/or challenge their current efforts. Attendees will consider their own guiding principles; long-time developers will share their observations; and all will explore implications for their practices.

Topics: Faculty Professional Development, Organizational Development, Administration

Audience: Large colleges and universities, Directors and prospective directors

12:00 PM -
7:00 PM **Excursion E8:** Grapevine Vintage Railroad Tour

We look forward to seeing you in San Francisco, California at the Hyatt Regency San Francisco Airport Hotel, November 4 - 8, 2015, for the 40th annual POD Conference!

POD ACKNOWLEDGEMENTS

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.

Leslie Ortquist-Ahrens, POD President

Hoag Holmgren, POD Executive Director

Our thanks go out to:

POD Conference Team

Conference Chairs

Allison Boye, Texas Tech University

Jake Glover, Fort Hays State University

Program Chairs

Bill Watson, Parker University

David Sacks, University of Kentucky

POD Session Chairs

Interactive Sessions

Carolyn Oxenford, Marymount University

Lisa Kurtz, Indiana University

Pre-Conference Sessions

Katie Dowell Kearns, University of Indiana

Lynn Eaton, University of Mary Hardin-Baylor

Research Sessions

Julie Sievers, St. Edwards University

Mary-Ann Winkelemes, University of Nevada, Las Vegas

Roundtable Sessions

Bruce Larson, University of North Carolina, Asheville

Carl Moore, Temple University

POD Unconference Sessions

Patty Payette, University of Louisville

Poster Sessions

Jenna Ledford, University of North Texas

Olena Zhadko, New York Institute of Technology

Birds of a Feather Groups (BOFs)

Marie Kendall Brown, University of Louisville
Tershia Pinder-Grover, University of Michigan

POD Event Coordinators**Excursions**

Arturo Ozuna, Parker University
Ivy L. (Lynne) Adams, Prince George's Community College

Resource Fair

Taimi Olsen, University of Tennessee

Job Fair

Greg Siering, Indiana University

POD U (Unconference)

Patty Payette, University of Louisville

POD Support Staff and Volunteers**Registration Desk**

Dina M. Battaglia, Central Michigan University

Volunteer Coordinator

Jonathan Iuzzini, Monroe Community College

Vendor Coordinator

Trevor Morris, Utah Valley University
Lisa Kelly, University of Iowa

Roommate Assistance Coordinator

Ursula Sorensen, Utah Valley University

Conference Logo

Jennifer Honeycutt, Fort Hays State University

Accessibility Coordinator

Patricia (Tricia) Elam Walker, Simmons College

Conference Evaluation

Victoria Bhavsar, Cal Poly Pomona
Patty Payette, University of Louisville

POD Conference Proposal Reviewers

M'hammed Abdous, Old Dominion University
Andrew Adams, Western Carolina University
Kathy Adams, Guilford College
Karen Adsit, University of Tennessee at
Chattanooga
MaryBeth Ahlum, Nebraska Wesleyan
University
Kathy Albertson, Georgia Southern University
Meiko Arai, University of Hawaii at Manoa
Bridget Arend, University of Denver
Isis Artze-Vega, Florida International University
Gabrielle Ayres, North Carolina State University
Donna Bailey, University of North Carolina-
Chapel Hill
Meg Bakewell, University of Michigan
Mary Sue Baldwin, Samford University
Anne Barnhart, University of West Georgia
Gabriele Bauer, Villanova University
Danilo M Baylen, University of West Georgia
Jessica Bell, MGH Institute of Health
Professions
Helen Bergland, Eastern Washington University
Lindsay Bernhagen, Ohio State University
Laura Bestler, Iowa State University
Victoria Bhavsar, Cal Poly Pomona
Krishna Bista, The University of Louisiana at
Monroe
Phyllis Blumberg, University of the Sciences
Cheelan Bo-Linn, University of Illinois at
Urbana-Champaign
Michelle Boettcher, Iowa State University
Nathan Bond, Texas State University
David Boose, Gonzaga University
Emma Bourassa, Thompson Rivers University
Theresa Braunschneider, University of
Michigan
Karen Brinkley, University of Tennessee
Kate Brinko, Appalachian State University
Tom Brinthaup, Middle Tennessee State
University
Veronica Brown, University of Waterloo
Chas Brua, Penn State
Beate Brunow, Wofford College
Robert Bryant, Gonzaga University
Amy Buddie, Kennesaw State University
Marilyn Bugenhagen, Marian University

Dakin Burdick, Endicott College
Anne Marie Canale, Rochester Institute of
Technology
Carie Cardamone, Brown University
Mary Jo Carnot, Chadron State College
Christina Cestone, The University of Texas
Medical Branch
Kari Chancey, Oklahoma State University
Institute of Technology
Lovette Chinwah, Central State University
Gena Christopher, Jacksonville State University
Chris Clark, University of Notre Dame
Rebecca Clemente, North Central College
Debora Colbert, Colorado State University
Eli Collins-Brown, WMU School of Medicine
Claudia Cornejo Happel, The Ohio State
University
La Vonne Cornell-Swanson, University of
Wisconsin System Administration
Cynthia Crimmins, York College of
Pennsylvania
Laura Cruz, Western Carolina University
Melissa Dabiri, California Institute of
Technology (Caltech)
Michael Dabney, Hawaii Pacific University
Paul Decker, Woodbury University
Anita Derouen, Millsaps College
Martha Diede, Northwest University
Michele DiPietro, Kennesaw State University
Nancy Doody, Wilmington University
Lyda Downs, Walden University
Donna Eastabrooks, Manor College
Lynn Eaton, University of Mary Hardin-Baylor
Kimberly Eby, George Mason University
Phillip Edwards, The Ohio State University
Donna Ellis, University of Waterloo
Sammy Elzarka, University of La Verne
Josh Eyler, Rice University
Allison Fahsl, Southern Illinois University
Edwardsville
Bonnie Farley-Lucas, Southern Connecticut
State University
Terry Favero, University of Portland
Peter Felten, Elon University
Tania Fera-VanGent, Niagara College
Jennie Ferris, McGill University

Rachel Finley-Bowman, Elizabethtown College
Nancy Fire, University of North Texas
Beth Fisher, Washington University in St. Louis
Danielle Fontaine-Rainen, Suffolk University
Debra Fowler, Texas A&M
Alisha Francis, Northwest Missouri State University
April Fugett, Marshall University
Sandy Gambill, Saint Louis University
Melissa Ganus
David Garcia, Ithaca College
Francine Glazer, New York Institute of Technology
Karly Good, Grand View University
Zachary Goodell, VCU
Andy Goodman, Boise State University
Meg Gorzycki, San Francisco State University
Emily Gravett, Trinity University
David Green, Seattle University
James Greenberg, SUNY Oneonta
Robin Greenler, University of Wisconsin-Madison
Diana Gregory, Kennesaw State University
Stacy Grooters, Stonehill College
Kevin Guidry, University of Delaware
Cindy Gunn, American University of Sharjah
Rosalinda Haddon, Northern Arizona University
Jenny Hadingham, University of Rochester
Faye Hagggar, University of South Dakota
Steven Hansen, Duquesne University
Nancy Harris, James Madison University
Elizabeth Harrison, University of Dayton
Cara Harwood, UC Davis
Nira Hativa, Tel-Aviv University
Natasha Haugnes, Academy of Art University
Gary Hawkins, Warren Wilson College
Carol Henderson, Ithaca College
Cher Hendricks, University of West Georgia
Lauren Herckis, University of Pittsburgh
Jennifer Herman, Simmons College
Susan Hill, University of Northern Iowa
Susan Hillman, University of New England
Sue Hines, St. Mary's University of MN
Katherine Hitchcock, George Mason University
Katherine Hoffman, Roanoke College
Patricia Hoffman, Minnesota State University, Mankato
Krista Hoffmann-Longtin, Indiana University School of Medicine

Matthew Holley, Indiana University School of Medicine
Doug Holton, Embry-Riddle Aeronautical University
Larkin Hood, The Pennsylvania State University
Cassandra Horii, California Institute of Technology
Carol Hurney, James Madison University
Lisa Irish, MCPHS University
Kathy Jackson, Penn State University
Jake Jacobson, Minneapolis College
Wayne Jacobson, University of Iowa
Rebecca Johnson, University of Alabama-Tuscaloosa
Teresa Johnson, The Ohio State University
Kathleen Kane, University of Hawaii at Manoa
Kathleen Kane, University of Hawaii at Manoa
Wendi Kappers, Embry-Riddle Aeronautical University
Celine Kavalec, Valencia College
Katherine Kearns, Indiana University Bloomington
Bruce Kelley, University of South Dakota
Anne Kelsch, University of North Dakota
Dawn Kemp, UMUC
Marie Kendall Brown, University of Louisville
Lisa Kidder, Idaho State University
Suzanna Klaf, Fairfield University
Susan Kleine, Bowling Green State University
Michael Krackow, Virginia Military Institute
Yin Wah Kreher, Virginia Commonwealth University
Eric Kristensen
Poonam Kumar, Saginaw Valley State University
Farhat Lakhavani, Carnegie Mellon
Janet Land, Gardner-Webb University
Velma Lashbrook, McNally Smith College of Music
Sarah Lashley, Centre College
Dana Lawrence, Palmer College of Chiropractic
Deb Lawrence, The Sage Colleges
Jean Layne, Texas A&M Univeristy
Virginia Lee, Virginia S. Lee and Associates
Cindi Leverich, Michigan State University
Karron Lewis, The University of Texas at Austin
Robin Lightner, University of Cincinnati, Blue Ash College

Barb Link, College of Southern Maryland
Angela Linse, Penn State University
Debie Lohe, Saint Louis University
Judith Longfield, Georgia Southern University
Shaun Longstreet, Marquette University
Emily Magruder, California State University,
Dominguez Hills
Amber Marcu, Lincoln College
Deb Martin, Rowan University
Anabella Martinez, Universidad del Norte
Alma Martinez-Egger, Tarrant County College
Mike Mason, Berklee College of Music
Kiernan Mathews, Harvard University
VivienneMcClendon, California State
University-Maritime
Audrey McCrary-Quarles
Amanda McKendree, University of Notre Dame
Mindy McWilliams, Georgetown University
Suzette Mehlhorn, University of Hawai`i at
Manoa
Deborah Meizlish, UM
Sal Meyers, Simpson College
Joan Middendorf, Indiana University
Cindy Miller, Northern Virginia Community
College
Wren Mills, WKU
Janice Monroe, Ithaca College
Ed Morgan, UMass Dartmouth
Trevor Morris, Utah Valley University
Bonnie Mullinix, Jacaranda Educational
Development, LLC
Lori Mumpower, Embry-Riddle Aeronautical
University
Rachel Niemer, University of Michigan
Linda Nilson, Clemson University
Ed Nuhfer, Humboldt State University
Jane O'Brien, University of Minnesota
Patrick O'Sullivan, Cal Poly State University
Christine Ormsbee, Oklahoma State University
Matt Ouellett, Wayne State University
Megan Palmer, Indiana University School of
Medicine
Michael Palmer, University of Virginia
Robin Pappas, Oregon State University
Theresa Pettit, Cornell University
Tershia Pinder-Grover, University of Michigan
Kathryn Plank, Otterbein University
Susan Pliner, Hobart and William Smith
Colleges

John Prusch, Excelsior College
Thomas Pusateri, Kennesaw State University
Donna Qualters, Tufts University
K. Andrew R. Richards, Purdue University
Crystal Ramsay, Penn State
Cynthia Ramsey, Lynchburg College
Dawn Ramsey, Southern Polytechnic State
University
George Rehrey, Indiana University
Christine Rener, Grand Valley State University
Michelle Repice, Washington University
Ruth Reynard
Amy Ribera, Indiana University
Deborah Richardson, Georgia Regents
University
Marilyn Roberts, Waynesburg University
Scott Robison, Plymouth State University
Megan Rodgers, James Madison University
Julie Rowan, Ferris State University
Debra Runshe, Purdue University
Jennifer Russell, Academy of Art University
Pam Russell, Bridgewater State University
Kevin Sackreiter, South Dakota State
University
Ken Sagendorf, Regis University
Kem Saichaie, University of Massachusetts-
Amherst
Andrew Saltarelli, Stanford
Derina Samuel, Cornell University
Carolyn Sandoval, Texas A&M University
Rania Sanford, Stanford University
Connie Schroeder, UW-Milwaukee
Lori Schroeder, Metropolitan State University
Hilary Schuldt, Carnegie Mellon University
Rachel Schwartz, Georgia Southern University
Lindsay Schwarz, University of Houston
Linda Serro, Florida Gulf Coast University
Sandra Sgoutas-Emch, University of San Diego
Susan Shadle, Boise State University
Juanita Sharpe, Virginia Commonwealth
University
Peter Shaw, Monterey Institute of International
Studies
Mei-Yau Shih, UMass Amherst
Jennifer Shinaberger, Coastal Carolina
University
Greg Siering, Indiana University Bloomington
Jane Sims, University of North Dakota
Amber Smith, University of Michigan

Shelley Smith, University of Minnesota Duluth
Laura Smith-Olinde, Univ of Arkansas for
Medical Sciences
Mary Deane Sorcinelli, University of
Massachusetts Amherst
Lynn Sorenson, Ocean University of China
(PRC)
Martin Springborg, Minnesota State Colleges
and Universities
Claudia Stanny, University of West Florida
Jim Stenerson, Pace University
Alice Stephens, Clark Atlanta University
Dannelle Stevens, Portland State
Jeff Straw, Northwestern Michigan College
Carol Subiño-Sullivan, Georgia Tech
Marie-Therese C. Sulit, Mount Saint Mary
College
Lori Swinney, University of North Dakota
Suzanne Tapp, Texas Tech University
Krishna Thomas, Eastern Illinois University
Wayne Tikkanen, California state university
Bland Tomkinson, University of Manchester
Pamela Tracy, Longwood University
Mike Truong, Azusa Pacific University
Christine Urish, St. Ambrose University
Dr Libby Vagnoni, Central Piedmont
Community College

Brigitte Valesey, Widener University
Sam Van Horne, University of Iowa
Kimberly Van Orman, University at Albany,
SUNY
William Vanderburgh, Wichita State Univeristy
Kristi Verbeke, Wake Forest University
Carol Washburn, University of Pittsburgh
Shrinika Weerakoon, University of Colombo, Sri
Lanka
Sharon Wheeler, Liberty University
Beth White, University of Tennessee, Knoxville
Bill Wilkerson, SUNY Oneonta
Stacie Williams, Walden University
Laurel Willingham-McLain, Duquesne
University
Dennis Wiserman, Wofford College
Mary Wright, University of Michigan
Sarah Young, Michigan State University
Jung Yun, University of Massachusetts at
Amherst
Catherine Zeek, Lasell College
Olena Zhadko, New York Institute of
Technology
Gregory Zimmerman, Lake Superior State
University

POD Previous Presidents and Conference Sites

Kathryn Plank, Otterbein University	2013-14	Pittsburgh, PA
Michele DiPietro, Kennesaw State University	2012-13	Seattle, WA
Phyllis Worthy Dawkins, Dillard University	2011-12	Atlanta, GA
Peter Felten, Elon University	2010-11	St. Louis, MO
Mike Theall, Youngstown State University	2009-10	Houston, TX
Virginia S. Lee, Virginia S. Lee & Associates	2008-09	Reno, NV
Mathew L. Ouellett, University of Massachusetts at Amherst	2007-08	Pittsburgh, PA
James E. Groccia, Auburn University	2006-07	Portland, OR
Virleen Carlson, Cornell University	2005-06	Milwaukee, WI
L. Dee Fink, University of Oklahoma	2004-05	Montréal, Québec
Laura L. B. Border, University of Colorado at Boulder	2002-04	Denver, CO
Roger Sell, Southwest Missouri State University	2002-02	Atlanta, GA
Mary Deane Sorcinelli, University of Massachusetts at Amherst	2001-02	St. Louis, MO
Christine Stanley, Texas A&M University	2000-01	Vancouver, BC
Jim Eison, University of South Florida	1999-00	Lake Harmony, PA
Kay Gillespie, Colorado State University	1998-99	Salt Lake City, UT
Eric Kristensen, Berklee College of Music	1997-98	Haines City, FL
Marilyn Leach, University of Nebraska at Omaha	1996-97	Salt Lake City, UT
Nancy Chism, The Ohio State University	1995-96	North Falmouth, MA
Karron Lewis, University of Texas at Austin	1994-95	Portland, OR
Donald Wulff, University of Washington	1993-94	Rochester, MN
Daniel W. Wheeler, University of Nebraska at Lincoln	1992-93	Wesley Chapel, FL
Ronald Smith, Concordia University Montréal	1991-92	Morgantown, WV
Emily (Rusty) Wadsworth, McHenry County College and Delivee Wright, University of Nebraska at Lincoln	1990-91	Tahoe City, CA
Marilla Svinicki, University of Texas at Austin	1989-90	Jekyll Island, GA
	1988-89	Keystone, CO
	1987-88	Kerrville, TX
Bette L. Erickson, University of Rhode Island	1986-87	Somerset, PA
	1985-86	Delavan, WI
LuAnn Wilkerson, Harvard Medical School	1984-85	Monterey, CA
Michele Marinovich, Stanford University	1983-84	Airlie, VA
Michael Davis, University of the Pacific	1982-83	Montebello, Québec
	1981-82	Cincinnati, OH
Lance Buh, Projects for Educational Development	1980-81	Berkeley, CA
Glenn Erickson, University of Rhode Island	1979-80	Fairfield Glade, TN
	1978-79	Afton, OK
Mary Lynn Crow, University of Texas at Arlington	1977-78	Zion, IL
Joan North, University of Wisconsin at Stevens Point	1976-77	Airlie, VA