We cordially invite you to participate in the 40th Annual POD Conference to be held in San Francisco, California on November 4 - 8, 2015.

This year’s conference theme is **Back to the Future: Critical Reflection, Effective Practice**. This theme will guide us as we celebrate an amazing accomplishment, our 40th annual conference, and affords us a unique opportunity to appraise our past and present work as educational developers. The theme also seeks to inspire conversations about the future direction of our organization by connecting the previous presidential addresses by Kathryn Plank, who encouraged us to look at ourselves in the present, and Leslie Orqust-Ahrens, who guided us through an examination of our past.

At this year’s conference, we will go “Back to the Future” by exploring the organization’s rich past, as well as our progress in promoting meaningful change in higher education. Since its inception, POD and its members have sought to advance the field of educational development in higher education. Along the way, new ideas have emerged, old ideas have been reinvented, some have been discarded, and other have stood the test of time. This year’s conference represents a perfect time to appraise our progress and prepare for the future of educational development.

As we set out to celebrate four decades of service to higher education this November, we ask you to engage in a process of **critical reflection**. Faced with increasing demands, fewer resources, and limited time, reflection feels more like a luxury than a necessity. Yet, as John Dewey noted, “we do not learn from experience...we learn from reflecting on experience.” Thus, reflection is vital to learning, not just at the individual level, but at all levels of the academy.

With this in mind, we ask you to consider the process of critical reflection.

- What are the characteristics of a reflective practitioner, department, organization, or profession?
- What should we reflect upon in our work as educational developers?
- In what ways has reflection played a meaningful or impactful role in your work?
- What role does reflection play in overcoming challenges or in identifying new solutions?
- What role does reflection play in promoting innovation?
- What strategies have you found useful or effective in guiding critical reflection on your efforts, or in the efforts of your center, organization, or institution?
- What methods do you use to share what you learn from reflection and introspection with others?
We also challenge you to reflect on key topics and issues important to our work and in assessing our progress as educational developers.

- How do past challenges compare to those we face today and to the ones we will likely face tomorrow?
- How does the work we did in the past compare to the work we do today and will do in the future?
- What has the impact of the Scholarship of Teaching and Learning been on our work?
- How has the function and purpose of assessment changed over time and how might it evolve in the future?
- How has our understanding of how learning works changed and what influence has this had on how we work with our constituents?
- What progress has POD made in educational development and higher education?
- Who do we turn to help us reflect upon key topics and issues?
- How open are we to listening to others (colleagues, those in other fields, etc.) for guidance and feedback on key topics and issues?
- What were our past key topics and issues and have they come back again?
- What do we do to help make educational practices inclusive for all learners?
- How have the topics of diversity and inclusion impacted our work and progress in educational development?
- How do we assess ourselves to demonstrate that we are effective agents of change at our institutions?

Lastly, we must explore how we motivate and inspire those around us to value and engage in critical reflection.

- How do we inspire others (faculty, departments, organizations, etc.) to critically reflect on their work, their effectiveness, and their progress?
- What approaches have you used to encourage faculty to critically reflect on their work?

By reflecting on the past, as well as our progress and experiences, we identify and continue to refine effective practice, and the annual conference has served as a nexus for the sharing of time-tested approaches for 40 years. In celebration of this milestone, we encourage participants to share these enduring practices and more importantly, to create platforms for critically reflecting on these strategies and for discussing how they may be used to meet current and future challenges.

- What time-tested strategies or practices have been useful in meeting current challenges? How might these strategies be used to meet future needs or challenges?
- What are other examples of time-tested practices/strategies that have been revived for current technologies?
- How do we adopt new technologies or strategies that build upon effective practice?
- What are ways we can use current effective practice to help us envision future needs?
- What implications do effective or emerging practices in other areas or fields (i.e., maker movement, business, psychology, social media, etc.) have for us in our work in educational development or in the strategies we encourage faculty to implement in their classrooms?

Because of its persistence, diversity, and innovative spirit, San Francisco represents an ideal location for this year’s conference. The city has faced numerous challenges throughout its history, including devastating earthquakes, great fires, and economic busts. After each, it met the challenge - building upon its past to find a new direction and new success. San Francisco’s ability to not only endure, but to evolve, will serve as a
powerful backdrop for us as we explore and build upon our own experiences in order to meet current and future challenges. Though it has struggled at times to accept different cultures and ideas, San Francisco has embraced its diversity, and in doing so, reminds us that inclusion is an important component for not only improvement, but progress and success. Today, the city stands as a progressive, multicultural city that is connected to tremendous innovation, serving as the home to a vibrant maker movement, as well as the headquarters for leading technology and software companies.

We look forward to going back to the future with you in San Francisco. Please plan to join us as we celebrate this important benchmark in our organization’s ongoing progress.

Bill Watson, Conference Co-Chair  bwatson@parker.edu
David Sacks, Conference Co-Chair  david.sacks@uky.edu
Carolyn Oxenford, Program Co-Chair  coxenfor@marymount.edu
Carl S. Moore, Program Co-Chair  carlsmoore.phd@gmail.com
Hoag Holmgren, POD Executive Director  hoag.holmgren@gmail.com

General Information
Please begin preparing your proposals now! We welcome proposals featuring best practices, new resources, innovative approaches, discussion of critical issues, presentation of research, and work-in-progress. All proposals will be evaluated using a blind peer-review process (see below for the review rubric). Detailed information about the session types, topic areas, guidelines for submission, submission process, review rubric, and the Robert J. Menges Honored Presentation Award are listed below.

We are using a submission database which will require you to create an account and will assign you an ID when submitting your proposal. **Please retain your assigned Proposal Submission ID number so that you can access your submissions later if needed.** There will be a link to the submission system available on the POD website (PODnetwork.org ), or you can go directly to this address: http://tinyurl.com/PODconference

The database will open for submissions soon and will close at Midnight (Pacific time) on Monday March 9, 2015.

Please watch for announcements over email, and feel free to email the conference team members listed in this CFP with questions.

Please read the information below carefully before submitting!

Session Types
The POD Network in Higher Education welcomes proposals for a variety of session types, including:

Pre-conference Workshops:
- 3-hour interactive workshops
- 6-hour interactive workshops

Concurrent Sessions:
- 75-minute interactive sessions
- 75-minute roundtable discussions
- 35-minute research presentations
- Poster presentations

For all session types, proposals should describe work that is systematically designed, implemented, and assessed. Proposals should make clear how participants might to apply, extend, or adapt the ideas they learn. Specific information about the different session types follows.
Pre-conference Workshops

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. Proposals should include a detailed outline describing the types of learning activities and interaction you plan. Proposals should indicate the maximum number of participants and any special room set-up you might need. You may also request a nominal materials fee where justified (e.g., for the cost of a book actually used in the session); please include this information in the body of your proposal if relevant. Audio-visual equipment, including an LCD projector, external speakers, and flipchart, may be requested. Wireless internet access will be available throughout the conference space. Computer laboratories are not available and laptops cannot be provided for presenters.

The majority of pre-conference workshops are three hours in length. These shorter workshops will take place the morning of Thursday, November 5th. 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 4th and conclude the morning of Thursday, November 5th.

Pre-conference workshops are advertised in the conference registration materials. We will notify you of pre-registration numbers before the conference and request that you be prepared for and accommodate on-site registrants as well.

Please direct questions regarding pre-conference workshops to co-chairs Lynn Eaton (Leaton@umhb.edu) and Katie Dowell Kearns (kkearns@indiana.edu).

Concurrent Sessions

75-minute interactive sessions:
Interactive sessions combine brief presentations or panel discussions with methods that engage all participants, reflecting POD’s long-standing tradition of interactive, collegial sessions—not of lecturing or reading papers to passive audiences. 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. We encourage you to creatively model exemplary teaching! Audio-visual equipment, including an LCD projector, external speakers, and flipchart, may be requested. Wireless internet access will be available throughout the conference space.

Please direct questions regarding 75-minute interactive sessions to co-chairs Marie Kendall Brown (marie.brown@louisville.edu) and Sal Meyers (sal.meyers@simpson.edu).

75-minute roundtable discussions:
Roundtable discussions provide an opportunity for various kinds of interactions in a smaller group setting (10-15 people), such as discussion of a concept, approach, program, issue, case study, or reading. This format is ideal for getting to know people who may be facing similar issues to you, exploring new ideas, and sharing practices. It is contrary to the spirit of a roundtable discussion for the facilitator to make a formal presentation. No audio-visual equipment is available for roundtable discussions.

Please direct questions regarding 75-minute roundtable discussions to co-chairs Lisa Kurz (Kurz@indiana.edu) and Jessica Mansbach (mansbach@msu.edu).

35-minute research sessions:
Research sessions include a presentation and discussion of new or on-going educational, professional, or organizational development research. Session leaders present their original research (i.e.,
systematically designed, generalizable studies employing sound methodologies and data analysis practices) for the first 20-25 minutes, reserving 10-15 minutes for Q&A. Although research sessions are designed primarily to share and discuss findings, proposals should address how the session leaders will use active and engaging methods of presenting and explaining their work. As in all POD sessions, we encourage you to creatively model exemplary teaching! Audio-visual equipment, including an LCD projector, external speakers, and flipchart, may be requested. Wireless internet access will be available throughout the conference space.

Please direct questions regarding 35-minute research presentations to co-chairs Julie Sievers (julies@stedwards.edu) and Mary-Ann Winkelmes (Mary-Ann.Winkelmes@unlv.edu).

**Poster presentations:**
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. Attractive posters using large, readable fonts and illustrative graphics will attract conference participants and invite conversation about your work.

Each poster presenter will have a 4x8 foot poster board, and tacks. The poster board can easily accommodate large format posters or individual 8½"x11" sheets. The poster session site has no multi-media support and no power outlets. Personal laptops may be used during the poster session, but we recommend bringing an additional battery, a back-up laptop, and/or paper handouts. Wireless internet access will be available throughout the conference space.

Please direct questions regarding poster presentations to co-chairs David Boose (boose@gonzaga.edu) and Linda Beane Katner (linda.beanekatner@snc.edu).

**Topic and Audience Designations**

**Topic Designation**
During proposal submission, proposers may assign one to three topics to their session. Topic designations are indicated below. Presenters can also add one 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 issues relevant to 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 or applying principles of environmental and/or programmatic sustainability into educational development work.


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

Other: (please specify)

**Audience Designation**

Proposers may identify one or two audience(s) likely to benefit or to have interest in the proposed session. Audience selections are indicated below. Presenters can also add an audience designation of their own, if needed.

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

Graduate teaching assistants or those supporting this population

Other (please specify):

The conference program will include:

- session title
- presenter name and institutional affiliation and if needed co-presenter(s) name and institutional affiliation
- abstract
- topic designation(s)
- audience designation(s)

**POD Unconference (POD-U)**

In 2014 the POD Conference successfully introduced a different type of session, POD Unconference (POD-U). The goal of POD-U is to provide conference attendees with a different way to present and
connect with colleagues. We recognize that some proposals may be submitted as a concurrent session, but may be better utilized as a POD-U session.

There are two ways you can be involved in co-creating POD-U. As you submit your proposals for concurrent sessions, you can check the POD-U box if you think your proposal meets the description below. If the proposal is accepted, it will be considered by the program team for inclusion in the POD-U schedule. If you have an idea for a POD-U event that doesn’t fit within any of the concurrent session frameworks, contact POD-U co-coordinators Patty Payette (patty.payette@louisville.edu) and Diane Boyd (deb0020@auburn.edu).

POD-U provides participants with opportunities to engage in nontraditional, innovative, peer-to-peer learning, collaborative activities and creative experiences. POD-U sessions bring together conference attendees who have common interests but who desire flexibility and spontaneity in the style, subject and/or flow of their interactions.

Rules for proposal submission

Eligibility
Anyone is welcome to submit a proposal. If a session is accepted, each presenter and co-presenter(s) must agree to be a member of POD and be a paid registrant at the conference.

Number of proposals per person
Each attendee may propose one pre-conference workshop as either the primary presenter or co-presenter. Additionally, each attendee may submit up to two other proposals for conference sessions, but he/she may be the primary presenter for only one of these sessions. For the second session, he/she must be listed as a co-presenter. Interactive sessions, roundtable discussions, posters presentations, and research presentations are included in this two-session limit. POD-sponsored sessions (submitted by POD committees through a separate process), and sessions sponsored by the Conference Committee, are not included in this limit.

- Example #1: An attendee may submit one concurrent session proposal as the lead presenter and a second concurrent session proposal as co-presenter.
- Example #2: An attendee may submit two concurrent session proposals as co-presenter.
- Example #3: An attendee may submit one pre-conference workshop proposal as the lead presenter, a concurrent session proposal as lead presenter, and a second concurrent session proposal as co-presenter.
- Example #4: An attendee may submit a concurrent session proposal as a lead presenter, a second concurrent session proposal as a co-presenter, and a POD Sponsored Session (or Conference Committee sponsored session) as a lead presenter.

Blind-review process
All proposals are blind-reviewed by peers according to specific review criteria (please see below). In your proposal, replace names of people and institutions with Xs in your title, abstract, and session description. The only identifying information should be in the contact information. Proposals that identify people or institutions will be rejected automatically in the review process. If your proposal is accepted, you are expected edit your submission and replace the Xs in your title and abstract to include names and institutions.

Sale of materials and the solicitation of consulting work
POD’s statement of “Ethical Guidelines for Educational Developers” (section 2h) emphasizes the importance of allowing “no personal or private interests to conflict or appear to conflict with professional duties or clients' needs.”

To avoid the possibility of a conflict of interest, POD does not permit in any conference session the sale of materials before or during the conference nor the solicitation of presentation materials after the conference. Furthermore, POD does not allow presenters to solicit consulting work during any session listed in the program. Sessions should not directly or indirectly solicit the purchase of materials or programs.

Session presenters are permitted to use materials they have created and to refer to consulting work that they do, but neither materials nor services may be offered for sale during the session. All materials used during the session should be made available for session participants. Proprietary materials should not be used as the primary presentation material but may be included in a list of resources or bibliography. Pre-conference workshop presenters may receive permission to charge an additional fee for materials (such as books), to be collected with the conference registration fee.

The conference schedule includes a Vendor Exhibit to provide a specific time when materials can be sold and consultation work can be solicited.

Questions about this conference practice should be addressed to the POD Executive Director or the conference chairs.

Submission Process
The online proposal portal will open February 18, 2015, and the online proposal submission deadline is Midnight (Pacific time) March 9, 2015. Please watch for announcements over email, and feel free to email the conference team members, listed above, with questions. Please submit your proposals here: http://tinyurl.com/PODconference

As you prepare your proposal ahead of time, please follow the guidelines for components of the proposal and ensure that your proposal activities align with the session type you propose.

Components of the proposal
- Current contact information for main presenter and all co-presenters
- Session title (no more than 10 words)
- Session abstract (no more than 100 words)
- Designation of one to three topic areas, and one or two specific audiences.
- Please select the type of session best suited for your proposal. Strive for a strong fit between what you intend to accomplish and the type of session you choose.
- Session description (no more than 500 words)
  1. Provide a conceptual framework for your work, e.g., theoretical or empirical basis, goals, implementation, research findings, and assessment.
  2. State expected outcomes for session participants.
  3. Outline the session activities and plan for interaction. Please model exemplary teaching and learning practices. For poster presentations, focus on the manner in which you plan to present your work rather than on the type of interaction you anticipate.
  4. Meaningfully connect your proposal to the conference theme, Back to the Future: Critical Reflection, Effective Practice, OR to POD’s mission and values.
  5. Where appropriate, integrate critical reflection related to diversity.
• References (no more than 150 words): Strong proposals cite canonical and current literature or scholarly online sources. You do not need to remove your name if you authored a reference; however, if you refer to the text in the description above, do not state that you are the author.

• Audiovisual request: AV equipment (LCD projector, external audio speakers, flipchart with markers) may be requested at the time of proposal submission, limited to pre-conference workshops, interactive sessions, and research sessions only. NO AV support other than flipcharts is provided for roundtable sessions. Wireless internet access will be available throughout the conference space. POD is unable to supply laptop computers; presenters must bring their own laptops and all needed adapters.

• Please check the self-nomination box if you wish to be considered for the Robert J. Menges Honored Presentation Award. Research-based proposals may be eligible for this award. If your session is accepted and you have self-nominated for the Menges award, the Menges subcommittee chair will contact you to provide instructions about submitting additional information about your research project.

Review Rubric
Reviewers will use the following procedure and criteria to review proposals:

Please give a rating for each criterion:
4 = excellent (There are no concerns or questions with the item)
3 = good (There are a few minor concerns or questions with the item; however, they will not be an impediment)
2 = fair (There are concerns or questions about the item that should be addressed if accepted for the conference)
1 = poor (There are significant concerns or questions about the item and must be addressed if accepted for the conference)
N/A* (Please note that a score of N/A will NOT get factored into or diminish a proposal’s final score.)

Session Methodology
Based on the description of activities provided:
1. _____ The session is likely to accomplish the outcomes stated in the proposal.
2. _____ The session will be conducted in appropriate ways for the chosen session format (see very specific description of session types and purposes in the call for proposals).
3. _____ The session is likely to be a model of exemplary teaching, learning, faculty and/or organizational development practices.

Scholarship
4. _____ The proposal takes a scholarly approach to practice. That is, the material to be presented incorporates previous research, theory, evidence, and/or assessment. It is not heavily anecdotal.

Innovation and applicability
5. _____ This session will address ideas, topics, or practices that are highly relevant and significant in faculty and/or organizational development.
6. _____ This session will offer fresh information and/or describe innovative or creative practices. It is not a reprisal of previously presented information.
7. _____ The material is likely to be applicable to other campuses, institutions and/or programs; it is not highly institution-specific.

POD mission and values
“The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development. POD believes that people have value, as individuals and as members of groups. 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.”

8. _____ The session is likely to foster critical reflections about diversity and/or encourage attendees to foster more responsive and inclusive campuses.

9. _____ The session is likely to explore ideas related to the conference theme or to POD’s mission and values.

Final Recommendation: Accept/ Accept with Reservations/ Reject
In addition to addressing each rubric criterion, reviewers are requested to provide comments and feedback that explain the rationale behind their scoring and provide further insights to submitters.