**Call for Proposals**

**The 2017 AAC&U Annual Meeting POD Representative Sessions**

**About POD**

The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development.  POD comprises nearly 1,800 members – faculty and teaching assistant developers, faculty, administrators, consultants, and others who perform roles that value teaching and learning in higher education. While POD members come primarily from the U.S. and Canada, the membership also represents many other countries.

The Professional and Organizational Development Network in Higher Education encourages the advocacy of the on-going enhancement of teaching and learning through faculty and organizational development. To this end it supports the work of educational developers and champions their importance to the academic enterprise.  For the full mission statement, see the [POD Network website](http://podnetwork.org/) (http://podnetwork.org).

**The 2017 AAC&U Annual Meeting**

Since 2009, POD has been partnering with the AAC&U to offer sessions at its Annual Meeting. The 2017 AAC&U Annual meeting will be held Wednesday, January 25 to Saturday, January 28 in San Francisco, CA. According to the AAC&U website, this event typically draws “1,800 attendees interested in higher education—including presidents, academic administrators, faculty members, policy leaders, and student affairs administrators.” Session topics vary widely, and engage the diverse participants in the meeting theme. It is highly recommended that proposal authors pay attention to the meeting theme and consider ways in which their proposed session theme/topic and the AAC&U Annual Meeting align. The focus of the 2017 meeting will be on the public trust and challenges to higher education. For more information on the meeting theme, please see [AAC&U’s website](http://www.aacu.org/meetings/annualmeeting/AM15/) (http://www.aacu.org).

Partnering with AAC&U in this way has been valuable to POD in two main ways:

1) By leveraging our own resources with AAC&U’s more extensive resources, we have been able to provide a valuable professional development opportunity to our membership, and

2) AAC&U’s extensive publicity for the conference has increased the visibility of POD and educational development to the AAC&U membership and conference attendees, which includes a preponderance of higher education administrators.

**Proposal Submission Guidelines**

Each year, representatives from the POD Network present a pre-meeting workshop and a session within the AAC&U Annual Meeting proper. POD representatives also facilitate the Organizational Development Institute, for which a separate call for proposals is distributed within the POD membership.

POD members interested in representing POD as session presenters at the 2017 AAC&U Annual Meeting may resubmit past POD conference proposals for consideration, with the expectation that they adapt their presentation to the AAC&U session format (75 minutes) and AAC&U Annual Meeting audience.

Session proposals should be sent to Martin Springborg at [martin.springborg@gmail.com](mailto:martin.springborg@gmail.com) by **Friday, June 17th** as an email attachment. Proposals submitted in hard copy form or incomplete proposals will not be considered by the review committee. Proposals should include for all facilitators:

* Name and title
* Institutional affiliation
* Contact information (including email address)
* Number of years as a POD member
* Brief description of presenters’ history and experience with POD and AAC&U organizations (past conference/meeting presentations and attendance, etc.)
* Session information(approximately 150-175 total words)
* Title of session
* Description of session

The PDC will notify successful applicants of their selection with a letter in June.

**Selection Process**

POD representatives and sessions for the AAC&U Annual Meeting are selected through a competitive call for proposals process issued to the POD membership and administered by the Professional Development Committee (PDC).

Selection criteria include:

* Number of years as a POD member
* Brief description of presenters’ history and experience with POD and AAC&U organizations
* Addresses diverse AAC&U meeting participants (presidents, academic administrators, faculty members, policy leaders, and student affairs administrators)
* Address the 2017 meeting theme or focus
* Presents work that has proven effective and is well beyond the planning stages
* Represents POD mission and values (if there is a session plan, it includes research, active learning, participant interaction, etc.)

It is possible to submit a proposal for both the POD conference and the POD/AAC&U opportunity. The Professional Development Committee will accept:

* Proposals that were accepted for past POD conferences
* Double submissions (proposals being submitted for the current POD conference and the AAC&U opportunity), and
* New proposals that have not been through the POD conference review process.

The following is an example of a past successful session proposal:

**Fostering 21st Century Faculty Learning through Dynamic Centers for Faculty Professional Development**

Mary Deane Sorcinelli, Associate Provost for Faculty Development, University of Massachusetts Amherst Center for Teaching and Faculty Development

Ann E. Austin, Mildred B. Erickson Professor of Higher, Adult, and Lifelong Education, Michigan State University

Andrea Beach, Associate Professor, Higher Ed Leadership; Director, Office of Faculty Development, Western Michigan University

*Over the last decade, pressures on faculty development have increased at the same time that budgets have been cut.  Teaching, learning and faculty development centers have been asked to address a wider range of institutional priorities in areas such as technology, blended and online teaching, assessment of student learning outcomes, diversity, and the scale-up of evidence-based practices  (Schroeder, 2010; Selingo, 2013; Bowen, 2013). Centers are also increasingly pressed to support a wider range of faculty:—new, midcareer and senior, department chairs, tenure-track, contract, and adjunct instructors (Sorcinelli, et.al, 2006).*

*In 2001, we conducted an extensive survey of the POD membership in order to better understand the field (Sorcinelli, et.al, 2006).  A ten-year follow up study was conducted in 2012, in most cases using the same questions, so that researchers could compare and contrast the responses of POD members from each decade to answer three key questions: (1) how have the personnel, structures, goals, practices, collaborations, and directions of teaching and learning centers changed in the past decade? (2) What do these changes have to say about emerging trends and future directions of the field?  (3) What are the implications for advancing our institutions in creating the educational environments required to achieve new century learning outcomes.*

*We will begin the session by asking participants to forecast and share one way in which their center and/or institution might look different in 2020. We will then overview the 2012 survey we conducted with POD members in North America, highlighting findings regarding personnel, structures, goals, practices, collaborations, and new directions, noting changes since the survey was first conducted in 2001.  We will then ask participants to reflect on findings related to their own context and possible directions for their centers and institutions.  In real time, we will collect and connect participant contributions for distribution.*

*This session will inform participants about emerging challenges and new directions for teaching centers and the field of faculty development.  It will engage participants in critical reflection and discussion on leveraging the results of this study to the benefit of their faculty, students, and institutions.  Finally, it will allow for reflection on how centers can better support our institutions in creating the educational environments required to achieve new century learning outcomes.*

**Honoraria and Travel Expenses**

Representing POD at the AAC&U Annual Meeting is viewed as an honor and an important service to the POD membership and field at large. In the spirit of volunteerism, representatives do not receive an honorarium.  If desired, the POD President will provide a letter of invitation, which previous facilitators have used to secure support for their travel from their institutions. POD representatives wishing to attend the annual meeting must cover their own registration. In accepting the invitation to represent POD at this event, presenters accept the conditions described and in this document.