**Call for Proposals**

**The 2017 AAC&U Annual Meeting** **POD Pre-Meeting Workshop**

**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. The POD pre-meeting workshop will be held on Wednesday, January 25. 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.

**Workshop Facilitators**

Facilitators of the pre-meeting workshop are experienced POD members with a proven track record in organizational development who ideally have visibility within POD and nationally. A significant role of the presenter is to serve as an ambassador for POD and to assist the organization in the development of our field and organizational reputation. From time to time, individuals who have recognized expertise in organizational development who are not members of POD may co-facilitate with (a) POD member(s).

**Selection Process**

The pre-meeting workshop is 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 pre-meeting workshop with appropriate revisions to fit the scope of this opportunity. The PDC will accept:

* Proposals that were accepted for past POD conferences (with the expectation that they adapt their presentation to the AAC&U pre-meeting workshop format of three hours
* 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.

**Proposal Submission Guidelines**

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 the following for all workshop 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.)
* Workshop title and description (approximately 150-175 words)

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

**Past successful proposals**

**2013**

**Building Collaborations from In-between Places: Faculty Developers' Roles Leading Institutional Change**

Dr. Deandra Little, Managing Director, Elon University Center for the Advancement of Teaching and Learning

*Much of the work implementing new institutional initiatives, particularly those measuring and promoting student learning, increasingly falls to faculty developers and other units that occupy spaces between – between the upper administration and departmental faculty or between various stakeholders with differing perspectives on how institutional change should be managed or realized. In this interactive workshop, participants will consider: How can developers along with other faculty and administrators who occupy these “between” spaces engage colleagues to create change? When tensions result, what roles might they take to work effectively with multiple stakeholders? How might they reframe their roles in ways that create a stronger sense of agency?   Using vignettes from faculty developers around the world, along with a theoretical framework developed by the facilitator and collaborator David Green of Seattle University, participants will explore the different roles faculty developers can play to navigate institutional tensions productively. Participants will consider ways to think and work strategically from these in-between places to build productive, cross-institutional collaborations.*

**2014**

**Empowering Faculty to Improve Students’ Learning through Collaborative Assessment: An Implementation Workshop for MSI Faculty and Administrators**

Dr. Mary-Ann Winkelmes, Coordinator of Instructional Development and Research, University of Nevada, Las Vegas

*Since 2010, the Transparency in Teaching and Learning initiative has demonstrably enhanced students' learning through two main activities: (1) promoting students' conscious understanding of how they learn; and (2) enabling faculty to gather, share, and promptly benefit from data about students' learning by coordinating their efforts across disciplines, institutions, and even countries.*

*This workshop engages faculty and administrators who want to implement the low-cost, low-time-intensive, transparent teaching/learning techniques that are best suited to improving learning outcomes for their specific population of students. Testing of several transparent methods has already involved over twenty-five thousand students, one hundred sixty courses, and twenty-seven institutions. Early results indicate distinct current and future learning benefits of particular transparent teaching/learning methods that are specific to discipline, class size, level of expertise, and student demographics.* [*(Winkelmes, Liberal Education, Spring 2013.)*](http://www.aacu.org/publications-research/periodicals/transparency-teaching-faculty-share-data-and-improve-students)

*Participants will collaborate in two groups that focus on how best to adopt these techniques at either the course or program level:   1) faculty and instructors (individual courses across the disciplines at all levels); and 2) program administrators (program-wide implementation, assessment and follow-up).  Participants will leave this workshop with:*

•       *identification of the transparent learning and teaching method(s) best suited to achieving the desired outcomes for the specific population of students in their courses and programs;*

•       *a draft implementation plan;*

•       *a working relationship with a Transparency project liaison/administrator who will help them shepherd the project at their home institution; and* *an informed view of the expected challenges, successes, and long-term impact/follow-up.*

**2016**

***Creating Inclusive Courses: Practical Approaches to Engage STEM (& Other) Faculty***

Angela Linse, Executive Director and Associate Dean ; Suzanne Weinstein, Director of Instructional Consulting, Assessment, and Research, Schreyer Institute for Teaching Excellence, Penn State University

*This workshop has two important purposes—to provide information and strategies for creating inclusive courses and to share a workshop structure designed specifically to reach a broader audience than those who typically attend diversity workshops.  In our experience, STEM faculty are already aware of the importance of diversifying their fields and know that diverse classrooms are important for student learning.  However, they really want to know is what actions they can take to create inclusive courses.*

*We take a deliberately “backwards-design” approach in this workshop by beginning with practical, research-based strategies that can immediately be used by faculty teaching any discipline or course content.  This first activity helps faculty recognize that inclusive pedagogy significantly overlaps with “good pedagogy” and validates strategies they already use that are inclusive, which avoids the defensiveness that some diversity workshops inadvertently rouse among participants.  Participants will recognize some of the strategies we suggest, such as learning students’ names and setting ground rules. But they will also learn strategies with which they may be unfamiliar, such as discussing with students that intelligence is not a fixed ability.  The opening activity sets the stage for the rest of the workshop, in which participants engage in additional activities and discuss research findings associated with some of the more challenging aspects of inclusive teaching such as stereotype threat and microaggressions.  While originally developed with STEM faculty in mind, the workshop is just as useful for and appreciated by participants from other fields.  Deans, department heads, and faculty who participate in this workshop will be able to use the materials and information they gain at their home institutions.*

**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.