



We enthusiastically invite you to participate in the 39<sup>th</sup> Annual POD Conference to be held in Dallas, Texas on November 5-9, 2014!

This year's conference theme is *Leverage*. This theme invites us to explore the various roles that we play as faculty developers, administrators, teachers, and students, and the ways in which we capitalize on the assets around us to meet the many needs of the higher education community, ideally doing more and better work with less effort. We hope this theme and conference will build on Kathryn Plank's 2013 Presidential Address, during which we all contemplated who we are and our relationship to the meaningful work that we do. In that spirit, how do we leverage who we are to better accomplish all that we are asked to do, and why do we persevere?

The concept of "leverage" can have many implications in our work, and this year's conference will examine the myriad manifestations of our need and ability to do more with less. We certainly leverage our **resources** every day as we manage teaching and learning centers, departments, and offices, sometimes even on a shoestring budget or with a skeleton crew of staff. How do we make the most of the resources that we have available so that we remain effective, and how do we do this without overtaxing ourselves in the process?

We must also leverage our **knowledge** along with the knowledge of others to function successfully in the rapidly changing world of academia; research continuously informs our best practices for the advancement of learning and the improvement of teaching. We likewise leverage our **experience** to lead from above as well as to push from below to influence meaningful change on our campuses through programming and consultations, and to stay relevant and deftly navigate the political landscape of our campuses. What knowledge has been especially powerful and meaningful to your work, and how have you successfully shared it with others? In what ways have you built from and shared your experience to help those who have come after you to avoid mistakes and better succeed? How do we utilize that knowledge and experience in our scholarly practices to facilitate innovation and change?

Our work also relies heavily upon leveraging the **communities** with which we engage and our ability to connect with others. We must foster relationships on and beyond our own campuses, both personally and professionally, because our effectiveness is often inextricably connected to our interpersonal skills. And perhaps most importantly, our work requires leveraging our **heart** – the drive to help others, a passion for good teaching that fosters deeper learning, and a desire to endure because the work is meaningful and important. How do we draw strength from our community, and remember the heart at the core of our work during times of upheaval and change? How do we continue to pave the way for academic excellence and foster a culture that values teaching?

The vast metropolis of Dallas, Texas is an appropriate setting for our conference as we investigate the enormity and variety of our work. "Big D" is the 9<sup>th</sup> largest city in the United States, and flexibility and innovation have helped it grow from its humble beginnings as a farming and cattle town to a powerful center for corporate commerce, art, and culture, with bases in computer technology, energy, telecommunications, and healthcare. Dallas is clearly a city that has learned how to leverage its strengths, and as such is the perfect place for us to explore our own power of leverage! For more

information about the amazing things that Dallas has to offer, visit <http://www.visitdallas.com/>.

We look forward to seeing you in Dallas this year!

Allison Boye, *Conference Co-Chair*  
Jake Glover, *Conference Co-Chair*  
Bill Watson, *Program Co-Chair*  
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## 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 is listed below.

We are using a new submission database this year 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 on February 17, 2014, and will close on March 10, 2014.**

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 (session format new in 2012)
- 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 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.

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 Katie Kearns ([kkearns@indiana.edu](mailto:kkearns@indiana.edu)) and Lynn Eaton ([LEaton@umhb.edu](mailto:LEaton@umhb.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 Carolyn Oxenford ([carolyn.oxenford@marymount.edu](mailto:carolyn.oxenford@marymount.edu)) and Lisa Kurz ([Kurz@indiana.edu](mailto:Kurz@indiana.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 Bruce Larson ([blarson@unca.edu](mailto:blarson@unca.edu)) and Carl Moore ([Carl.Moore@temple.edu](mailto:Carl.Moore@temple.edu)).

### **35-minute research sessions :**

Research sessions are a newer session format, introduced at POD 2012, in response to increasing interest in and demand for opportunities to disseminate relevant research results. 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](mailto:julies@stedwards.edu)) and Mary-Ann Winkelmes ([Mary-Ann.Winkelmes@unlv.edu](mailto: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, tacks, and potentially a small presenter's table. The poster board can easily accommodate large format posters or individual 8½"x11" sheets. The presenter's table is ideal for displaying materials, handouts, business cards, etc. 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.

In contrast to the Poster Session, the Resource Fair provides an open venue for sharing materials and ideas from your work. The fair is open and non-reviewed. Information about the Resource Fair will be available when conference registration opens.

Please direct questions regarding poster presentations to co-chairs Jenna Ladford ([Jenna.Ledford@unt.edu](mailto:Jenna.Ledford@unt.edu)) and Olena Zhadko ([ozhadko@nyit.edu](mailto:ozhadko@nyit.edu)).

### **Topic and Audience Designations**

During proposal submission, proposers may assign one to three topics to their session. Topic selections 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.

**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.

**Other:** (please specify)

Proposers may also identify particular one or two audience(s) or population(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 topics, intended audience, and abstract of the session will be listed in the conference program.

## Rules for proposal submission

### *Eligibility*

Anyone is welcome to submit a proposal. Once a session is accepted, each presenter and co-presenter 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, research presentations and POD-sponsored sessions (submitted by POD committees through a separate process) are included in this two-session limit. 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.

### *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 will have the opportunity to edit the 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 17, 2014, and the **online proposal submission deadline will be March 10, 2014.** 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, **Leverage**, 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.

- 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, as described below. Please see below for details about this award.

## 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.

## Robert J. Menges Honored Presentation Award

Before indicating that you would like your proposal to be considered for the Menges Award, please be sure that you can provide the following additional materials by the date indicated. **By midnight June 30, 2014, please send De Gallow (dgallow@uci.edu) a summary of the details of your research.** Your summary will be forwarded (with names removed) to the Menges Award Selection Committee for their consideration.

The summary should consist of no more than 2000 words, excluding references. Tables, bibliography, and pictures are allowed as appendices and will not be counted in the 2000-word limit.

- Please indicate the total number of words used (not counting headings and appendices).
- Please remove any institutional or other personally identifying information (replace with XXX).

The summary format should present information in the following categories:

- A. A clear statement of your research question(s) and its scope;
- B. A literature review with appropriate citations and a corresponding bibliography in the appendices;
- C. A description of the research design, along with sample questions, forms, rubrics, and/or results in the appendices;
- D. The results, including data to support conclusions and reliability and validity of the data (the latter may be included in the appendices);
- E. A discussion about the importance, implications, and the limitations of the work to the profession in general, and further research directions recommended.

The Menges Award Selection Committee will review your application according to the following criteria:

- **Strength and clarity of question and presentation of research question and approach:** **Appropriateness of question(s) to the design of the study.** The research question is clearly stated, and its significance clearly identified. The design of the study is appropriate to the question(s) and is addressed thoroughly and effectively. The appendices include documentation to illustrate the results. The discussion of the question is well-written.
- **Connections: Relationship to field, previous research, and/or theoretical frameworks.** The research question's relationship and significance to a larger pedagogical issue or issues is clearly explained. The relationship of the project to previous research and/or theoretical frameworks is addressed thoroughly through the literature, with appropriate citations and references.
- **Consistency: Coherence across data, analysis/findings & conclusions.** The data are clearly presented and explained, are useful, reliable, consistent and support the conclusions. Limitations of the data are clearly discussed and do not diminish the value of the current study.
- **Contribution: Value to advancing the field; connection to POD's mission.** The value of the study will or will potentially advance the field and POD's mission.

For questions about the Menges Award, please contact De Gallow (dgallow@uci.edu).