Transformative Relationships: Fostering Cultures of Deep Learning

41st Annual POD Network Conference | Nov. 9–13, 2016 | Louisville, KY | PODnetwork.org
Welcome to the POD Network Conference for 2016

Welcome to the 41st conference of the Professional and Organizational Development Network in Higher Education!

The conference program is filled with opportunities for you to explore our conference theme, *Transformative Relationships: Fostering Cultures of Deep Learning*. Traditional POD Network conference features include the plenary session, interactive workshops, roundtable discussions, and poster presentations. As in the past, the conference offers you ample opportunity to network through shared meals, expeditions, informal meetings, the welcome reception, Birds of a Feather facilitated discussions, and the resource and career fairs. Specific conference highlights include the following:

1. Nikki Giovanni delivers our plenary session, exploring the power of words and their connection to teaching. “Words Are the Windows: Poetry Is the Sun” will take place on Friday, November 11, 10:30 AM – 12:00 PM. This year’s plenary is sponsored by ACUE.
2. In Sunday’s anchor session (November 13, 8:45 – 10:15 AM), Alicia Fedelina Chávez and Susan Diana Longerbeam wrap up our conference with “Teaching across Cultural Strengths in Transformative Relationships.” This engaging session will introduce a model of cultural frameworks for teaching and learning that help us explore the impact of cultural norms, values, assumptions, and beliefs in our work.
3. Two 35-minute research presentations are paired in each 75-minute research time slot.
4. POD Unconference (POD-U) has grown again, offering conference participants opportunities to engage in peer-to-peer learning, collaborative activities, and creative experiences. POD-U is a participant-driven track, allowing you to decide what topics and discussions take place. These just-in-time learning experiences are an excellent opportunity for you to share what you know or to learn about something new.
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. Whether you are ready to party or get fit—or both—the conference provides opportunities for connecting and unwinding:
   - Friday night after the banquet, join colleagues for the POD Dance and Karaoke Party.
   - Certified yoga instructor and long-time POD member Michele DiPietro will lead early morning yoga sessions, POD Executive Director Hoag Holmgren will lead morning meditation sessions, and running/walking groups will hit local trails each morning.

To help you get the most out of the many opportunities the conference offers, volunteers will be available in our welcome and hospitality area throughout the conference to greet 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!

Kevin Barry, POD Network President

Carl S. Moore, Conference Co-chair
Carol Subiñño Sullivan, Conference Co-chair
Lynn Eaton, Program Co-chair
Greg Siering, Program Co-chair
Hoag Holmgren, POD Network Executive Director

POD Network Executive and Core Committees

President (2016-2017)
Kevin Barry, Director
Kaneb Center for Teaching and Learning
University of Notre Dame

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

President Elect
Mary Wright, Director
Sheridan Center for Teaching and Learning
Brown University

Chair of Finance
Todd Zakrajsek, Executive Director
Academy of Educators
University of North Carolina at Chapel Hill

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

Core Committee Members
Erica Bastress-Dukehart (2016-2019)
Associate Professor of History & Director of Faculty Development, Center for Leadership, Teaching, and Learning
Skidmore College
Lindsay Bernhagen (2016-2019)
Senior Instructional Consultant, Center for the Advancement of Teaching
The Ohio State University

Victoria Bhavsar (2015-2018)
Director, Faculty Center for Professional Development
Cal Poly Pomona

Allison Boye (2015-2018)
Assistant Director, Teaching, Learning, and Professional Development Center
Texas Tech University

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

Associate Provost for Educational Innovation & Director, Center for Teaching & Learning
New York Institute of Technology

Jake Glover (2015-2018)
Senior Education Officer
IDEA Education

Stacy Grooters (2016-2019)
Director of Faculty Programs, Center for Teaching Excellence
Boston College

Carol Hurney (2015-2018)
Director, Center for Teaching & Learning
Colby College

Director, Reinert Center for Transformative Teaching & Learning
Saint Louis University

David Sacks (2016-2019)
Health Professions Education Director, Family and Community Medicine
University of Kentucky

Associate Director, Center for Teaching & Faculty Development
University of Massachusetts Amherst
Richard Swan (2016-2019)
Associate Director, Center for Teaching & Learning
Brigham Young University

Roben Torosyan (2015-2018)
Director, Office of Teaching and Learning
Bridgewater State University

**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 POD Network's mission, goals, values, and strategic plan may be found at http://podnetwork.org/about-us/mission/. Our ethical guidelines can be found at http://podnetwork.org/about-us/pod-governance/ethical-guidelines/.

**Conference Sponsors**

The POD Network thanks these sponsors for supporting our work at the 2016 conference.

Gold Sponsor

ACUE

Bronze Sponsors

WILEY

myday

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Stylus Publishing, LLC.
# 2016 Conference Schedule-at-a-Glance

The POD Network conference registration desk will be open on the second floor of the Galt House Suite Tower 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

An electronic version of this program is available through the Guidebook app at [https://guidebook.com/g/pod2016](https://guidebook.com/g/pod2016).

## Wednesday, November 9th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1:00 PM</td>
<td>1:00-4:30 POD Core Meeting, Segell</td>
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<tr>
<td></td>
<td>Pre-Conference Workshop W1 and W2 (Part 1)</td>
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<tr>
<td>5:00 PM</td>
<td>5:00-7:00 Excursion: NuLu Foodie Excursion, Depart from Rivue Tower Lobby at 4:45</td>
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## Thursday, November 10th

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>6:00 AM</td>
<td>6:00-7:00 Yoga, Terrace Room</td>
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<tr>
<td>7:00 AM</td>
<td>7:00-7:45 Meditation, Fields 7:00-8:00 Running/Walking Groups, Rivue Tower Lobby</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>8:30-12:00 Pre-Conference Workshops: W1 and W2 (Part 2) W3-W17</td>
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<tr>
<td>8:00-12:00</td>
<td>POD Core Meeting, Segell</td>
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<tr>
<td>9:00-5:00</td>
<td>Vendor Exhibit</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>1:30-2:45 Interactive, Roundtable, and Research Sessions</td>
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<tr>
<td>2:45 PM</td>
<td>Coffee Break, Grand Ballroom Foyer</td>
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<tr>
<td>3:00 PM</td>
<td>3:00-4:15 Interactive, Roundtable, and Research Sessions</td>
</tr>
<tr>
<td>4:30 PM</td>
<td>4:30-5:30 Introduction to POD for First-Time Attendees, Grand Ballroom C</td>
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<tr>
<td>5:30 PM</td>
<td>5:30-6:30 POD Welcome Reception, Grand Ballroom Foyer (cash bar)</td>
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<tr>
<td>6:30 PM</td>
<td>6:30-8:00 Conference Dinner: Welcome and President's Address, Grand Ballroom A/B</td>
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## Friday, November 11th

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<tr>
<th>Time</th>
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<tr>
<td>6:00 AM</td>
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<tr>
<td>7:00 AM</td>
<td>7:00-7:45 Meditation, Fields 7:00-8:00 Running/Walking Groups, Rivue Tower Lobby 7:00-8:45 Conference Breakfast, Ballroom Foyer</td>
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<tr>
<td>Time</td>
<td>Event</td>
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<tr>
<td>7:30 AM</td>
<td>7:30-8:45 Birds of a Feather Meetings (BOFs)</td>
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<tr>
<td>9:00 AM</td>
<td>9:00-10:15 Interactive, Roundtable, and Research Sessions; Career Fair</td>
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<tr>
<td>10:15 AM</td>
<td>Coffee Break, Grand Ballroom Foyer</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>10:30-12:00 <strong>Plenary Session, Grand Ballroom A/B</strong></td>
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<tr>
<td>12:00 PM</td>
<td>12:00-2:00 Lunch-on-Your-Own Big 10 Academic Alliance Meeting, Breathitt Committee Chairs Meeting, Morrow</td>
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<tr>
<td>2:15 PM</td>
<td>2:15-3:30 Interactive, Roundtable, and Research Sessions</td>
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<tr>
<td>3:30 PM</td>
<td>Coffee Break, Grand Ballroom Foyer</td>
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<tr>
<td>3:45 PM</td>
<td>3:45-5:00 Interactive, Roundtable, and Research Sessions; Poster Session; POD-U Session</td>
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<tr>
<td>5:15 PM</td>
<td>5:15-6:45 Resource Fair (cash bar and hors d'oeuvres), Grand Hall</td>
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<tr>
<td>7:00 PM</td>
<td>7:00-8:30 POD Awards Banquet, Grand Ballroom A/B</td>
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<tr>
<td>8:30 PM</td>
<td>8:30-Midnight Karaoke/Dancing, Grand Ballroom C</td>
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<tr>
<td><strong>Saturday, November 12th</strong></td>
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<tr>
<td>6:00 AM</td>
<td>6:00-7:00 Yoga, Terrace Room</td>
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<tr>
<td>7:00 AM</td>
<td>7:00-7:45 Meditation, Fields</td>
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<td></td>
<td>7:00-8:00 Running/Walking Groups, Rivue Tower Lobby</td>
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<td></td>
<td>7:00-8:45 Conference Breakfast, Ballroom Foyer</td>
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<td>7:30-8:45 TIA Editorial Board Meeting, Stopher</td>
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<td>7:30-8:45 International POD Attendees Gathering, Taylor</td>
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<tr>
<td>9:00 AM</td>
<td>9:00-10:15 Committee Meetings</td>
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<tr>
<td>10:15 AM</td>
<td>Coffee Break, Grand Ballroom Foyer</td>
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<tr>
<td>10:30 AM</td>
<td>10:30-11:45 Interactive, Roundtable, and Research Sessions</td>
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<tr>
<td>12:00 PM</td>
<td>12:00-1:15 Networking Lunch/Membership Meeting, Grand Ballroom A/B</td>
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<tr>
<td>1:30 PM</td>
<td>1:30-2:45 Interactive, Roundtable, and Research Sessions</td>
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<tr>
<td>2:45 PM</td>
<td>Coffee Break, Grand Ballroom Foyer</td>
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<tr>
<td>3:00 PM</td>
<td>3:00-4:15 Interactive, Roundtable, and Research Sessions; POD-U Session</td>
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<tr>
<td>4:30 PM</td>
<td>4:30-5:45 Interactive, Roundtable and Research Sessions</td>
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### POD Network Conference 2016

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>6:00 PM</td>
<td>Dinner-on-Your-Own</td>
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<td></td>
<td><strong>Excursion: Spirit of Jefferson Dinner Cruise</strong></td>
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<td></td>
<td>Depart from Rivue Tower Lobby at 6:15 PM</td>
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#### Sunday, November 13th

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<tr>
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<tr>
<td>6:00 AM</td>
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<td></td>
<td>7:00-8:00 Running/Walking Groups, Rivue Tower Lobby</td>
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<tr>
<td></td>
<td>7:00-8:45 Conference Breakfast, Ballroom Foyer</td>
</tr>
<tr>
<td>8:30 AM</td>
<td><strong>POD-Sponsored Anchor Session:</strong> “Teaching Across Cultural Strengths in Transformative Relationships,” Grand Ballroom A/B</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>11:00-2:30 <strong>Excursion: Baseball and Bourbon,</strong> Depart from Rivue Tower Lobby</td>
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#### Plenary Session

Selected by the conference team, the plenary speaker is a nationally and internationally renowned expert in higher education, educational development, or the conference theme. Her/his broadly scoped talk will center on the conference theme and invite participants to engage in dialogue during and after sessions. The plenary session will take place on Friday, November 11, 10:30 AM – 12:00 noon. The plenary speaker this year is Nikki Giovanni, a renowned poet and University Distinguished Professor at Virginia Tech. The title of Professor Giovanni’s talk is “Words Are the Windows: Poetry Is the Sun,” in which she will make explicit how poetry is interdisciplinary and an undercurrent of all education.

This year’s plenary session is sponsored by the Association of College and University Educators (ACUE).
Session Formats

**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, taking place on the morning of Thursday, November 10. 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 9 and conclude the morning of Thursday, November 10.

**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 allow for sharing of the growing amount of research that POD members are undertaking, both about teaching/learning and our own professional work. 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.

**Poster** sessions will be held on Friday afternoon from 3:45 – 5:00 PM and presenters will share research, observations, and/or insights 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.

Special Sessions: POD-Sponsored and Sunday Anchor

In addition to the sessions described above, 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 Conference Committee chooses the anchor session, a session that has particular importance to the conference theme and the POD membership.
Topic designations were reorganized 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 (other designated topics indicate the subject of assessment).

**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.

**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.
Administrators
All POD Members
Community Colleges
Faculty
Historically Black Colleges and Universities
International POD Participants
Instructional Technologists and Technology Integration Specialists
Large Colleges and Universities
New/Recent Educational Developers (5 years or less)
Seasoned Educational Developers
Small Colleges and Universities

POD Unconference (POD-U)

Increasing in popularity each year, the POD “unconference” sessions emphasize 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.

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, BOFs promote deeper interaction than can sometimes occur in more traditional conference sessions. Each BoF 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.

The Doctor Is In
This session, held during the Poster Session on Friday from 3:45 – 5:45, is provided by members of the POD Research Committee and POD Grants 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 may 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 continues this year.

**Ready, Set, Collaborate!**
This is crowdsourcing at its best for us educational developers and our peskiest problems! Show up ready to share your knottiest or most persistent problem in your educational development work. You will pair up and reflect, write and connect with others to distill and share a list of your most compelling work-related problems. Be prepared to review the larger group list in order to vote and then work with others on the challenges you want to tackle. Smaller groups will coalesce around the top issues and then be given some tools and a time limit to brainstorm solutions to those "hot spots." Be ready to collaborate, come up with brilliant solutions, and then share them concisely and creatively with the larger group.

**Not Your Normal Poster Session**
This unconference session invites you to spontaneously collaborate with other participants to identify, organize, and present a paper or digital poster on a hot topic in teaching and learning—all within the timeframe of the session. The trick is to define the topic, ground your ideas in the research, evidence, and personal best practices, and then come up with a creative way to share your ideas for advancing conversation on the topic. Participants will shape an approach to that topic that is poster-worthy, bringing together recommendations drawn from professional experience and/or the scholarship to support relevant findings and approaches. The session will conclude with a gallery walk (in person and digitally, using Padlet) so participants can both learn in the moment and return to the posters after the conference while also networking over shared interests with colleagues during and after the session. Collaboration, creativity and citations are all a must!

**Career Fair**
Career Fair will be held on Friday morning from 9:00 – 10:15 AM. It provides a networking opportunity for individuals exploring new career opportunities and representatives from institutions with positions to advertise. Early career POD members and Job candidates may take full advantage of this event by meeting face-to-face with potential employers, rather than leaving a resume; the time can then be used to learn more about positions, the employing institutions, and the diverse career paths of POD members. Potential employers can use this time to plan a subsequent formal interview during or after the conference.
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 PM – 6:45 PM.

A new addition to the Resource Fair this year is a number of tables sponsored by POD committees, which will allow conference attendees the opportunity to learn more about these committees and consider volunteering. Materials and services may NOT be offered for sale or promoted for sale during the Resource Fair.

Vendor Exhibits

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 designated for the plenary session. 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-Sponsored Sessions

In 2009, the POD Core Committee approved the introduction of increased corporate sponsorship to avoid passing escalating conference costs onto POD attendees. 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-Sponsored Sessions are presented by the Association of College and University Educators (ACUE), MyDay, and CoursEval.

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 Networking Lunch

A Graduate and Professional Student Development (GPSD) Networking Lunch will be held on Thursday 12:00 PM – 1:00 PM in Breathitt. 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.

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 11 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.

Morning Meditation

Prepare for your day with 25 minutes of silent, seated meditation that will help you focus for a mindful and engaged day at the conference—an excellent start for those exploring contemplative practices and pedagogies. Instruction will be provided. This session is suitable for beginning as well as experienced meditators. Participants may sit in a chair or on a cushion. If you have a meditation cushion, please bring it! The session will be led by Hoag Holmgren, POD’s Executive Director, a Zen practitioner for over twenty years.

The meditation session will be held each morning from 7:00 – 7:45 in the Fields room, which will also be available throughout the day for individuals wanting a quiet break in the day.

Morning Running and Walking Groups

For those wanting to jump-start their day with some miles, running and walking groups will meet in the Rivue Tower Lobby at 7:00 AM each day of the conference. We will have some maps of the local area and will encourage people to partner up for both companionship and safety.
The POD Network supports mothers who are attending the conference while caring for their children. The Galt House Hotel has recently built a dedicated lactation room inside the women’s restroom on the second floor.

**Inclusion Coordinator**

This title has changed to enhance the responsibility of the coordinator role. "Accessibility" maintains a connotation for individuals with disabilities, whereas "inclusion" provides a broader charge to promote that individuals from all social identity groups are best included within POD.

The Inclusion Coordinator(s) are encouraged (but not required) to be members of the Diversity Committee. They are selected by the Diversity Committee to serve per conference. The charge for the position is to provide perspective to the Conference Committee on major decisions about the conference, and to help identify possible “blind spots” that could marginalize conference attendees.

Though the inclusion coordinator position is not solely focused on advocating for individuals with disabilities, the role does pay close attention to the accessibility needs of POD conference goers. This includes but is not limited to handicap and wheelchair access, hearing or vision support, food allergy and restrictions and other needs. Additionally, the coordinator(s) advocate that presenters create presentations that are accordance with the inclusive presentation recommendations outlined on Wikipodia: [https://sites.google.com/a/podnetwork.org/wikipodia/resources-useful-links/inclusion](https://sites.google.com/a/podnetwork.org/wikipodia/resources-useful-links/inclusion).

The Inclusion Coordinator for the 2016 POD Network Conference is Jennifer Stanton ([stantonj@seattleu.edu](mailto:stantonj@seattleu.edu)). Anyone with accessibility needs and/or inclusion concerns should contact her via email.
POD Robert J. Menges Award for Outstanding Research in Educational Development

The Robert J. Menges Award for Outstanding Research in Educational Development was established in recognition of Robert J. Menges (1939-1997). Bob Menges was and remains an honored scholar. His long years of work and contributions to teaching and learning and faculty and educational development in higher education can be characterized by his spirit of caring consultation, active participation, and rigorous research. This award honors sessions by POD Network members at our annual conference that reflect Bob Menges’ values and approaches to his work. He loved to create studies out of ideas, and he practiced a wide variety of methodologies and designs. This recognition was established and first awarded at the 2000 POD Network conference in Vancouver.

The selection committee identifies award recipients on the basis of sound and rigorous research in educational development having the potential to advance the field. Recipients typically present their work at the annual conference, but no award was given in 2016. Past recipient are found on the POD Network website.

2016 Menges Award Subcommittee:

Michael Palmer, University of Virginia (Chair of Subcommittee); Donna Ellis, University of Waterloo (Chair of Awards Committee); Ester Jordan, Kennesaw State University (Research Committee representative); Virginia Lee, Virginia S. Lee & Associates, LLC; Kiernan Mathews, Harvard University; David Nelson, Purdue University.

POD 2016 Donald H. Wulff Diversity Travel Fellowships Recipients

The Donald H. Wulff Diversity Travel Fellowship is aimed at increasing the participation of people from historically underrepresented racial and ethnic groups and individuals from underrepresented institutions in the field of educational development into POD. The fellowship also encourages recipients to explore their particular interests and questions related to diversity and educational development. The fellowship is named after a former POD President, the late Donald Wulff, who was unequivocally committed to advancing diversity issues within the field of educational development and advocating for diversity issues within POD. Every time we select new recipients for the diversity travel fellowship, we honor his legacy to POD and commitment to diversifying the POD membership.

The POD Network, upon recommendation of the Diversity Committee, awarded the 2016 Travel Fellowship to the following recipients:

Eunice Ivala, Cape Peninsula University of Technology, South Africa
Lakisha Lockhart, Boston College, USA
Pei Pei Lui, Harvard Graduate School of Education, USA
Every year the Diversity Committee provides one or more POD member institutions with funding up to $5,200 in order to support an internship position related to educational development in higher education. The internship is meant to provide a person from a historically underrepresented racial and/or ethnic group, including those from international institutions with career exploration opportunities in educational development.

The POD Network, upon recommendation of the Diversity Committee, has awarded the 2016 Educational Development Internship Grant to the following institutions:

**University of New Mexico School of Medicine**, submitted by Gary A. Smith, Assistant Dean of Faculty Development in Education; and **University of Pittsburgh**, submitted by Barbara A. Frey, D.Ed., Pitt Online Instructional Design Manager.

The Diversity Committee acknowledges the time, dedication, and effort of the following individuals who served on the 2016 Grants Review Committee:

- Lindsay Bernhagen, The Ohio State University
- Riley Caldwell-O’Keefe, Amherst College
- Steven Jones, Georgia College and State University
- Debbie Lynn Martin, Rowan University
- Leslie Ortquist-Ahrens, Berea College
- Cheryl Richardson
- Jennifer Stanton, Seattle University

Information about these grants can be found at [http://podnetwork.org/about-us/grants-and-awards/](http://podnetwork.org/about-us/grants-and-awards/).

**POD 2016 Innovation Award**

Originally called the Bright Idea Award, the POD Innovation Award seeks to recognize the original, innovative ideas of new and experienced educational developers that improve teaching and learning, help to enhance the effectiveness of higher education faculty, and contributed to the field of educational 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.
Hotel Wi-Fi Access

In order to access the wireless internet connection, please follow the instructions below. Thank you!

If you have questions or concerns regarding your connection, please contact the hotel’s Technical Support at (877) 367-1851.

1. Connect to the wireless network named “GH-CONFERENCE”.
2. Launch your web browser and you will be redirected to a login portal.
3. Please enter the username and password listed below:

Username: POD16
Password: education

*Username & Password are Case Sensitive

Session Materials

All presenters are encouraged to provide their session materials—slides, handouts, worksheets, etc.—in digital format. Conference participants can search for those materials at http://podnetwork.org/2016-conference-session-materials/.

POD Network Conference Badges (New this year!)

All attendees at the 2016 POD Network Conference will be eligible to earn a “Learner” badge; presenters can also earn a “Presenter” badge. The POD Network’s Special Interest Group on Teaching with Technology (SIGTwT) is organizing this as a way for attendees to have a meaningful experience with an emerging technology. We also hope to stimulate discussion about digital badges in educational development. Let a badge be your incentive to dig deeply into ideas you encounter at the conference! For more information about this exciting new opportunity, go to http://learning.nd.edu/podbadgeinfo/
2016 Excursions

Below is an overview of excursions for this year’s conference; see the conference website for
detailed descriptions. Some spaces may still be available. Please contact the registration desk for
additional information on excursion availability.

Times denote hotel departure and estimated return. Plan to meet in the Rivue Tower Lobby 15
minutes before departure.

Excursion E1: **NuLu Foodie Excursion**
*Wednesday, November 9*
5:00 PM – 7:00 PM

Excursion E2: **Art & Science of Learning**
*Friday, November 11*
12:30 PM – 5:00 PM

Excursion E3: **Churchill Downs Fall Meet**
*Friday, November 11*
12:30 PM – 5:00 PM

Excursion E4: **Downtown Arts Excursion—Kentucky Museum of Art and Craft / 21C Museum**
*Saturday, November 12*
3:00 PM – 5:00 PM

Excursion E5: **Spirit of Jefferson Dinner Cruise**
*Saturday, November 12*
6:30 PM – 9:00 PM

Excursion E6: **Baseball and Bourbon**
*Sunday, November 13*
11:00 AM – 2:30 PM
### POD Core Committee Meeting

**Segell**  
8:30 AM – 5:00 PM

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### Pre-Conference Workshops 1:00 PM – 4:30 PM

<table>
<thead>
<tr>
<th>Location</th>
<th>Workshop Title</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Ballroom C</td>
<td><strong>W1: Getting Started: Workshop for New Educational Developers, Part 1</strong></td>
<td>Peter Felten, Elon University; Suzanne Tapp, Texas Tech University; Isis Artze-Vega, Florida International University; Jason Craig, Marymount University; Tershia Pinder-Grove, University of Michigan</td>
</tr>
<tr>
<td>POD-SPONSORED</td>
<td>In this interactive workshop, we will explore both the range of educational development work and common teaching/learning center practices. We will focus on: identifying and acting on educational development priorities in your own context; building skills for consulting, collaborating, and mentoring; assessing your work at an individual and a program/center level; and evaluating the strategic position of your efforts to maximize opportunities to influence institutional change. Each participant will leave the session with an individual action plan, a big-picture view of educational development, and a support network to help you achieve your goals.</td>
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<tr>
<td></td>
<td>Audience: New/Recent Educational Developers (5 years or less)</td>
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<tr>
<td></td>
<td>Topics: Faculty Professional Development, POD Professional Development</td>
<td></td>
</tr>
<tr>
<td>Clements</td>
<td><strong>W2: Seven Steps to Publishing SoTL: Working Effectively with Your Faculty, Part 1</strong></td>
<td>Milton Cox, Miami University; Gregg Wentzell, Miami University</td>
</tr>
<tr>
<td></td>
<td>As educational developers, our responsibilities include assisting interested faculty in developing Scholarship of Teaching and Learning (SoTL). In this workshop, two editors of SoTL journals guide participants through seven steps they can use to enable their faculty to grasp a perspective of SoTL; select a teaching, learning, or institutional problem or opportunity; design a related project (solution, baseline, assessment); draft a proposal for presentation; and use that to leverage a manuscript for publication. We will share resources enabling your faculty to traverse these seven steps. Producing SoTL requires fostering a culture of deep learning, and we will assist you in developing that culture.</td>
<td></td>
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<tr>
<td></td>
<td>Audiences: All POD Members, New/Recent Educational Developers (5 years or less)</td>
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<tr>
<td></td>
<td>Topics: SoTL, Research, POD Professional Development</td>
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Excursion

<table>
<thead>
<tr>
<th>Excursion</th>
<th>NuLu Foodie Excursion</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 PM – 7:00 PM</td>
<td>Depart from Rivue Tower Lobby at 4:45</td>
</tr>
</tbody>
</table>
## Thursday, November 10

### Thursday’s Highlights

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM – 12:00 PM</td>
<td>Pre-Conference Workshops (various locations)</td>
</tr>
<tr>
<td>4:30 PM – 5:30 PM</td>
<td>Introduction for First-Time Attendees (Grand Ballroom C)</td>
</tr>
<tr>
<td>5:30 PM – 6:30 PM</td>
<td>Welcome Reception (Grand Ballroom Foyer)</td>
</tr>
<tr>
<td>6:30 PM – 8:00 PM</td>
<td>Conference Dinner (Grand Ballrooms A/B)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 AM – 7:00 AM</td>
<td>Yoga, Terrace</td>
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<tr>
<td>7:00 AM – 7:45 AM</td>
<td>Meditation, Fields</td>
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<tr>
<td>7:00 AM – 8:00 AM</td>
<td>Running/Walking, Rivue Tower Lobby</td>
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<tr>
<td>8:00 AM – 12:00 PM</td>
<td>POD Core Committee Meeting, Segell</td>
</tr>
<tr>
<td>9:00 AM – 5:00 PM</td>
<td>Vendor Exhibit, Grand Foyer (Second Floor)</td>
</tr>
</tbody>
</table>

### Pre-Conference Workshops 8:30 AM – 12:00 PM

**Grand Ballroom C**

**W1: Getting Started: Workshop for New Educational Developers, Part 2**

*Peter Felten, Elon University; Suzanne Tapp, Texas Tech University; Isis Artze-Vega, Florida International University; Jason Craig, Marymount University; Tershia Pinder-Grove, University of Michigan*

**POD-SPONSORED**

In this interactive workshop, we will explore both the range of educational development work and common teaching/learning center practices. We will focus on: identifying and acting on educational development priorities in your own context; building skills for consulting, collaborating, and mentoring; assessing your work at an individual and a program/center level; and evaluating the strategic position of your efforts to maximize opportunities to influence institutional change. Each participant will leave the session with an individual action plan, a big-picture view of educational development, and a support network to help you achieve your goals.

**Audience:** New/Recent Educational Developers (5 years or less)

**Topics:** Faculty Professional Development, POD Professional Development
As educational developers, our responsibilities include assisting interested faculty in developing Scholarship of Teaching and Learning (SoTL). In this workshop, two editors of SoTL journals guide participants through seven steps they can use to enable their faculty to grasp a perspective of SoTL; select a teaching, learning, or institutional problem or opportunity; design a related project (solution, baseline, assessment); draft a proposal for presentation; and use that to leverage a manuscript for publication. We will share resources enabling your faculty to traverse these seven steps. Producing SoTL requires fostering a culture of deep learning, and we will assist you in developing that culture.

Audience: All POD Members, New/Recent Educational Developers (5 years or less)
Topics: SoTL, Research, POD Professional Development

Many college teachers seek to create transformative learning experiences for students, but struggle with how to achieve this in ways that can also be efficiently and effectively assessed. We will share a new approach to course-based, teacher-driven classroom assessment called Learning Assessment Techniques (LATs) that braid teaching, active learning and assessment together to create a seamless, unified process. Participants will then explore three techniques in depth that have been carefully crafted to help students cultivate genuine connections within and beyond the classroom in ways that cross boundaries and result in deep, transformative learning.

Audiences: All POD Members; Faculty
Topics: Assessment, Faculty Professional Development, Teaching & Learning

Increasingly faculty developers are asked to provide leadership development for administrators and faculty. While faculty development theory, research, and practice provide a strong base
from which to move into leadership development, there are new challenges. This session will assist faculty developers to design, implement, and assess high quality programs of leadership development for their institutions. Drawing on theory and research on higher education leadership, leadership development, leadership pipelines, and organizational change, this program will identify key strategic decisions, program models, and resources to enable participants to design successful leadership development initiatives that align with their institutional needs and goals.

Audiences: Large Colleges and Universities, Administrators, Seasoned Educational Developers
Topics: Organizational Development, Faculty Professional Development, Programs

Beckham 8:30 AM – 12:00 PM

**W5: Transforming Toxic Relationships in Academe: Fostering a Culture of Collegiality**

*Elizabeth Roderick, University of Alaska Anchorage; Shawnalee Whitnery, University of Alaska Anchorage; Loraleigh Keashly, Wane State University*

Toxic person-to-person interactions within academic departments seriously disrupt the possibilities for deeper learning for the higher education community and have substantial costs for institutions. Faculty development centers can lead in a revolutionary way by offering tools and resources to help transform departmental relationships and dynamics. Drawing from a wide range of research and university and societal sources, facilitators will offer an overview of toxic behavior in departments; tools and resources to address the issue; interactive training in bystander interventions; and help participants explore ways their centers can lay the groundwork for collegial cultures that support deep learning.

Audiences: All POD Members, Faculty, Administrators
Topics: Faculty Professional Development, Diversity, Organizational Development

Jones 8:30 AM – 12:00 PM

**W6: Consultation as Border Crossing: Shifting from Customer Service to Thought Partnerships**

*Jeff Nugent, Colgate University; Enoch Hale, Virginia Commonwealth University*

This interactive workshop is designed to help participants think through the shift we are attempting to make in our work—and our identities—from "fixers" to "collaborators." This requires changing how we approach our work as directors, as consultants, as technologists, along with the development of new skills and
practices. This session provides a framework and two methods for cultivating transformative partnerships between faculty, center staff and administrators. Participants will contextualize the frameworks and strategies in this session and formulate initial plans for helping centers shift away from the more pervasive attitudes that perpetuate service-only stereotypes.

Audiences: New/Recent Educational Developers (5 years or less), Instructional Technologies and Technology Integration Specialists
Topics: Faculty Professional Development, Teaching & Learning, Technology

**W7: Assignment Design Workshop: Best of the Transparency and NILOA Frameworks**  
*Mary-Ann Winkelmes, University of Nevada, Las Vegas; Jillian Kinzie, Indiana University*

This interactive workshop engages participants in sharing their own assignments and in promoting assignment design that benefits the learning of all students, especially underserved students. Best practices from two national projects will be implemented: the National Institute for Learning Outcomes Assessment (NILOA) and the Transparency in Learning and Teaching in Higher Education Project (TILT Higher Ed). This workshop is also a train-the-trainers session that includes active participation and metacognitive reflection, as well as a "how-to" manual. Participants will also have the opportunity to publish their assignments with commentary in NILOA's online Assignment Library and join TILT Higher Ed's implementation/research efforts.

Audiences: All POD Members, Institutions with Large Numbers of Underserved Students
Topics: Diversity, Faculty Professional Development, Retention

**W8: Managing Teams Using the CATME System: Practice Informed by Research**  
*Misty Loughry, Rollins College; Matthew Ohland, Purdue University; Daniel Ferguson, Purdue University; David Woehr, University of North Carolina at Charlotte*

This workshop will introduce participants to free, web-based tools, for managing student teams. We review factors that instructors should consider when assigning students to teams and administering peer evaluations. Participants discuss their own experiences and practices, and we share relevant literature. We conduct interactive, hands-on, activities using the Team-Maker and CATME Peer Evaluation systems and demonstrate training tools that teach
students to evaluate and rate teamwork behaviors accurately using a science-based model of teamwork. We help faculty understand how the tools support cooperative learning. Attendees with laptops, tablets, or smartphones will interact with the system in real-time.

Audience: All POD Members
Topics: Faculty Professional Development, Graduate Student Professional Development, Assessment

**Stopher**
8:30 AM – 12:00 PM

**W9: Building a Social Media Presence for Centers and Educational Developers**

*Phillip Edwards, University of North Carolina at Chapel Hill; German Vargas Ramos, Otterbein University/University of Massachusetts-Amherst; Bonnie Mullinix, Teaching, Learning, and Technology Group (TLT Group)/Walden University; Bradford Wheeler, University of Massachusetts-Amherst; Antonia Levy, CUNY School of Professional Studies; Olena Zhadko, Lehman College, CUNY; Linda Bruenjes, Suffolk University; S. Raj Chaudhury, University of South Alabama*

Social media use has propagated among educational developers and Centers of Teaching and Learning, accompanied by a corresponding increase in the number of POD sessions exploring this domain. This pre-conference workshop extends these conversations in a guided, practical format, challenging us to be more intentional, open, and empathetic in our social media outreach as we champion innovation in teaching and learning. Workshop activities are designed to help participants reflect on their investments in social media, develop strategies to augment their center’s online presence, and engage other POD members through the various social media platforms currently used by our community.

Audience: All POD Members, Administrators
Topics: POD Professional Development, Technology

**Coe**
8:30 AM – 12:00 PM

**W10: Connection through the Transformative Power of Reflexivity**

*Samantha Clifford, Northern Arizona University*

This highly interactive session will model a series of teaching activities to foster deep learning about how our individual identities (either knowingly or unknowingly) impact the relationships we form. Strategies will address how social identity perpetuates power and privilege. Deep learning will occur through reflexive activities, collaborative endeavors, and understanding the sedimented view and an analysis of our own responses. Participants will learn how to
assist others to reframe how they perceive themselves in relation to the world and others. This workshop aims to help participants build deeper connections between students, faculty, and administrators by placing value on person-to-person interactions.

Audiences: All POD Members, Faculty
Topics: Teaching & Learning, Diversity, Faculty Professional Development

Carroll Ford
8:30 AM – 12:00 PM

W11: Fostering Deeper Adjunct / Part-Time Socialization through Transforming Programming
Teresa Focarile, Boise State University; Lindsay Bernhagen, The Ohio State University; Lori Schroeder, Metropolitan State University; Steven Hansen, Duquesne University; Ann Coburn-Collins, Saginaw Valley State University; Ell Collins-Brown, Western Michigan University; Jim Stenerson, Pace University

Using the Delphi Project's model, facilitators from the Adjunct and Part-Time Special Interest Group will walk participants through better understanding their adjuncts' needs, sharing that understanding with stakeholders, and advocating for and offering strategies in response. Throughout the workshop, there will be ample opportunities for individual and group consultation to help participants develop an action plan that they can implement upon return to their own campuses. Facilitators and participants will explore a variety of programming options that serve to integrate adjuncts into a campus culture of teaching, such as face-to-face and online orientations, workshops, learning communities, and teaching excellence recognition.

Audiences: All POD Members, Administrators
Topics: Adjunct Professional Development, POD Professional Development, Organizational Development

Brown
8:30 AM – 12:00 PM

W12: Designing Blended Courses and Educational Development: Research, Strategies, and Resources
Traci Stromie, Kennesaw State University; Josie Baudier, Kennesaw State University; Katie Linder, Oregon State University

Blended learning leverages the best of two modalities to facilitate courses that combine face-to-face interaction with aligned online activities, often with a reduction in face-to-face classroom time. Although this modality has been in use for several years, many educational developers need to learn more in order to best assist faculty with blended teaching experiences. In this intensive pre-conference workshop, participants will review research on blended learning, outline programming about or in the blended modality,
explore technologies that support the blended modality, and brainstorm ways to expand faculty audiences through blended teaching and learning programs and services.

Audiences: All POD Members; Instructional Technologists and Technology Integration Specialists
Topics: Faculty Professional Development, POD Professional Development, Technology

W13: How's It Going? Reflecting on Our Work
Kathryn Cunningham, Embry-Riddle Aeronautical University; C. Shaun Longstreet, Marquette University; Stephanie Rohdieck, The Ohio State University; Kevin Gannon, Grand View University; Kimberly Eby, George Mason University

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 their 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.

Audience: New/Recent Educational Developers (5 years or less), Mid-Career Educational Developers
Topics: Programs, Organizational Development, Administration

W14: Identifying Your Pathway to Becoming a Strong Center Leader
Angela Linse, Pennsylvania State University; Taimi Olsen, University of Tennessee; Laurel Willingham-McLain, Duquesne University

Many teaching center directors lack management and leadership preparation for effectively leading a center. Experienced directors from three very different centers will facilitate an exploration of: 1) diverse pathways to center leadership and the relevant skills and knowledge; 2) center operations such as financial management, personnel, policies and procedures; and 3) institutional contexts and strategic decision-making. Participants will explore their pathways to leadership, self-assess their applicable knowledge and skills, and develop a specific plan for ongoing development. They will also
receive practical tools and models to support day-to-day effectiveness.

Audiences: Seasoned Educational Developers, New or Aspiring Center Directors
Topics: POD Professional Development, Administration, Organizational Development, Center Director Development

**W15: Taking Fight: Opening (or Revitalizing) a New Center for Teaching and Learning**
*Cher Hendricks, University of West Georgia; Laura Cruz, Tennessee Technological University; Michele Parker, University of North Carolina at Wilmington; Brian Smentkowski, Queens University of Charlotte; Marina G. Smitherman, Dalton State College*

Whether you are opening a new center or revitalizing your current center, this highly interactive, hands-on workshop will provide an opportunity to work with experienced coaches to develop short- and long-term plans to help your CTL be successful. The workshop begins with activities to help participants identify resources, institutional priorities, challenges, and opportunities. Coaches will then share strategies conducting a needs assessment, building networks, setting the Center's goals and priorities, and cultivating a campus culture that supports excellence in teaching and learning. Working with colleagues and coaches from similar institution types, participants will create action plans to achieve their goals.

Audiences: New/Recent Educational Developers (5 years or less), Small Colleges and Universities, Large Colleges and Universities
Topic: Start-Up

**POD-SPONSORED**

**W16: Confronting Microaggressions with MicroResistance and Ally Development**
*Cynthia Ganote, Saint Mary’s College of California; Floyd Cheung, Smith College; Tasha Souza, Boise State University*

We often discuss ways to lead difficult dialogues amongst our students, and even ways to serve as allies to students experiencing classroom-based microaggressions. However, what do we do when we witness colleagues who are the targets of microaggressions? This pre-conference workshop will examine ways in which microaggressions particularly impact women of all races and ethnicities, faculty and staff of color, and LGBT faculty and staff in academia. In response, we can use constructive tools to serve as allies to our colleagues. This focus on empowerment allows us to take action in our local environments, thereby lessening the impact upon colleagues when microaggressions occur.
Audiences: All POD Members, Administrators
Topics: Diversity, Administration, POD Professional Development

**Willis**
8:30 AM – 12:00 PM

**W17: Confronting the Racial Reality: Supporting Faculty of Color**
*Cheryl Richardson; Cameron Harris, George Mason University*

In this session, presenters will introduce literature that describes the experiences of underrepresented faculty and educational developers on college and university campuses. Participants will be guided through practices for advocacy towards equity and social justice, while engaging in self-care. Attendees will be encouraged to reflect on personal experiences supporting peers in educational environments. The focus of this session will be on practical application of support mechanisms, and what faculty development can do to support our educational quest for inclusion. In this session, presenters will introduce literature that describes the experiences of underrepresented faculty and educational developers on college and university campuses. Participants will be guided through practices for advocacy towards equity and social justice, while engaging in self-care. Attendees will be encouraged to reflect on personal experiences supporting peers in educational environments. The focus of this session will be on practical application of support mechanisms, and what faculty development can do to support our educational quest for inclusion.

Audiences: Seasoned Educational Developers, Faculty
Topics: Diversity, Faculty Professional Development

**Breathitt**
12:00 PM – 1:00 PM

Graduate and Professional Student Development Committee
Networking Lunch

**Interactive Sessions 1:30 PM – 2:45 PM**

**Breathitt**
1:30 PM – 2:45 PM

**COPUS: A New Way to Conduct Classroom Observations**
*Carl Sorgen, Wayne State University*

Are you looking for a more objective way to observe teaching? The Classroom Observation Protocol for Undergraduate STEM (COPUS) is an innovative tool that allows us to reliably take stock of the teaching and learning behaviors of instructors and students over a class session. By graphically representing how class time is used, instructors can be guided to implement an optimal balance of student-centered learning strategies. This session’s topics include an
overview of the tool, a coding and interpreting activity, variations of the protocol, considerations for social science and humanities courses, and suggestions for implementing COPUS at your institution.

Audience: All POD Members
Topic: Assessment, Teaching & Learning

**Carroll Ford**  
1:30 PM – 2:45 PM  
**Active Learning Classrooms: Leveraging Course Level Transformation in Cultural Transformation**  
*Connie Schroeder, University of Wisconsin Milwaukee*

This POD-funded investigation produced two data sets that answer: a) What space, course design, and technology factors impact critical thinking and learning in Active Learning Classrooms (ALCs); b) Which leverage points are evident or missing for scaling up ALCs towards broader institutional initiatives? Data sets include in depth case study data from two ALC course semesters, 300+ students, 40+ instructors, and multiple disciplines using surveys, interviews, and observations. POD colleague surveys identified eight levers for elevating course transformation to cultural transformation. Participants will predict and examine critical thinking factors in ALCs and compare leverage points for supporting cultural transformation.

Audiences: All POD Members, Administrators, Active Learning Classroom Specialists  
Topics: Research, Teaching & Learning, Organizational Development, Active Learning Classrooms

**Clements**  
1:30 PM – 2:45 PM  
**Integrating Technology to Create Connections and Meaning**  
*Cheryl Fulghum, Haywood Community College; Danilo M. Baylen, University of West Georgia*

Educational technology has evolved since B.F. Skinner's teaching machine of the 1950s. From the notion of using technology to program learning and increase efficiency to the modern day quest for teaching apps, educators will survey the technological landscape and assimilate tools for learning. Sometimes the result is a connection-creating learning experience; other times it creates impersonal and meaningless activities. Discovering and integrating technologies that foster learning by creating connections and meaning is a 21st century approach to education. This workshop will promote reasons for integrating technology into learning and showcase digital tools effectively used in a college and university setting.
Audiences: New/Recent Educational Developers (5 years or less), Faculty  
Topic: Faculty Professional Development, Teaching & Learning, Technology

**Coe**  
1:30 PM – 2:45 PM

**Fostering Deep Learning in an Online Professional Development Course**  
*Billie Franchini, University at Albany, SUNY*

Fully online courses allow greater flexibility for faculty who want to learn about good teaching practice, but course assignments and interactions must be carefully designed to ensure that they foster deep learning through effective modeling of and reflection on evidence-based strategies. This highly interactive session will describe how to use active learning strategies to design and implement a fully online course in learning theories and reflective practice. Participants will hear about lessons learned from multiple implementations, learn about strategies for creating opportunities for meaningful engagement in an online faculty development course, and engage in active learning tasks from the course.

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

**Combs Chandler**  
1:30 PM – 2:45 PM

**Supporting Faculty to Teach Controversial Issues: Fostering Deep Learning**  
*Carol Berenson, University of Calgary*

The teaching of controversial issues can enable deep learning by exposing students to a variety of perspectives, giving them tools to critically analyze issues, and offering opportunities to communicate democratically across differences. However, engaging students around controversies can be complex, as questions of what might count as controversial and for whom arise, along with potential classroom management challenges for instructors. This session describes the design and evaluation of a case-based workshop on teaching controversial issues. Additionally, attendees will (1) reflect on their own contexts (2) work in groups to develop pertinent cases (3) draft an individual plan for a workshop.

Audience: All POD Members  
Topics: Faculty Professional Development, Teaching & Learning, Diversity
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>Building a Teaching Innovation Center from the Ground Up</td>
<td>Despite calls to innovate and infuse new technologies and delivery models, higher education is slow to change, risk-adverse, and faculty-centered in ways that may inhibit pedagogical exploration. This presentation will describe the efforts of one institution to create a teaching innovation center by conducting innovation center benchmarking and site visits, convening a steering committee comprised of faculty, administrators, and students, and by using backwards design methods to develop a mission, goals, and assessment plan. Session presenters will share key organizational and design questions for participants interested in launching a similar effort at their own institutions.</td>
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<td>1:30 PM – 2:45 PM</td>
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<td>Audiences: Large Colleges and Universities, Administrators</td>
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<tr>
<td>Grand Ballroom C</td>
<td>Career Moves: Preparing for Cross-Disciplinary Collaborative Work in Educational Development</td>
<td>In this interactive session, panelists representing different institutional types, types of positions, and career stages will offer insights to attendees interested in transitioning into the educational development profession. Panelists will facilitate conversation on i) the rewards of a career in educational development, including the opportunity to produce knowledge and to learn collaboratively across disciplinary boundaries; ii) similarities and differences between faculty and educational development positions; iii) strategies for job-market success and perspectives from hiring committees; and iv) the skills, knowledge, and expertise needed to successfully engage in this work. Emerging opportunities within our field will also be explored.</td>
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<td>1:30 PM – 2:45 PM</td>
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<td>Audience: All POD Members</td>
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<tr>
<td>POD-SPONSORED</td>
<td></td>
<td>Topic: POD Professional Development, Preparing and Applying for Educational Development Positions</td>
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Meaningful Conversations about EdTech: Transforming Student Learning

Olena Zhadko, Lehman College, CUNY; Francine Glazer, New York Institute of Technology; Josie Baudier, Kennesaw State University; Traci Stromie, Kennesaw State University; Bradford Wheeler, University of Massachusetts – Amherst; Antonia Levy, CUNY School of Professional Studies

Faculty often ask us how to leverage educational technology (EdTech). When used appropriately, EdTech helps students become active learners and build strong relationships with content, instructors, and peers. As educational developers, we transition faculty from discussing the nuts and bolts of the tool to discussing how EdTech supports and facilitates student learning. In this interactive session, we offer case studies from four institutions and share effective instructional design practices. Participants will reflect on these practices, share their own, and develop guiding principles on how to assist faculty when selecting appropriate EdTechs.

Audiences: Faculty Developers, Instructional Technologists and Technology Integration Specialists, All POD Members
Topics: Faculty Professional Development, Teaching & Learning, Technology

Why Won’t They Talk? Using Discussion to Facilitate Learning

Jay Howard, Butler University

Faculty often wish to engage students in class discussion, but sometimes our efforts fall flat and we give up the effort. Why should we seek to engage students? What are the benefits for students? What classroom norms sometimes undermine students' participation? Which students are most likely to participate and to choose not to participate? How can an instructor manage both the dominant talkers and encourage the quiet students? In this interactive session, we will engage each of these questions utilizing a review of the research to identify ways to structure class discussion to engage students and maximize learning.

Audiences: Faculty, All POD Members
Topics: Faculty Professional Development, Teaching & Learning, SoTL
Using Dialog Groups to Develop Community and Deep Learning Processes

*Patricia Hoffman, Minnesota State University, Mankato*

We created Dialog Groups to foster a culture that creates deeper levels of understanding, helps faculty, students and staff develop critical thinking skills, engage in respectful dialog, appreciate diversity, empathize and become more civic minded. The goals of the Dialog Groups are to create space for an effective professional life; to cultivate community through transformative conversations; to foster critical thinking and dialog; and to move from individual to organizational change. Facilitators create safe spaces for participants to interact and respond to challenging readings. Facilitators model "agreements" based on the work of Singleton, (2015) and Palmer (2007, 2009) to guide discussions.

Audiences: All POD Members, Graduate Teaching Assistants or Those Supporting this Population

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

Closing the Loop: Formative Evaluation of Faculty Development Webinars

*Anusha Sathyanarayanan Rao, Indiana University-Purdue University Indianapolis; James Gregory, Indiana University-Purdue University Indianapolis; Douglas Jerolimov, Indiana University-Purdue University Indianapolis; Terri Tarr, Indiana University-Purdue University Indianapolis*

Webinars provide flexible, synchronous online faculty development, but resources for evaluating such webinars are limited. This interactive session will introduce the formative evaluation process that IUPUI's CTL developed and implemented to improve their teaching webinar series. The process involves using a peer assessment questionnaire, presenter self-assessment questionnaire, webinar activity tracking tool, and participant evaluations. This session will include a demonstration of these tools, an opportunity for attendees to evaluate sample webinar segments using the tools, and a description of post-evaluation webinar improvements. The session will conclude with a review of the webinar best practice guidelines that emerged from this process.

Audience: All POD Members

Topics: Assessment, Faculty Professional Development, Technology
Strategic Reconnaissance and Lessons Learned Restarting a Faculty Development Office
Daniel Flynn, St. George’s University

Before a transformational relationship can develop, it is necessary to understand the structure and values and the institution’s organizational landscape (Baron, 2006). Full understanding of the relationships within our individual larger institutions and their component communities of teaching and learning are critical to promote institutional engagement and integration of educational development and to foster deeper student learning. This workshop shares the experiences of slowly understanding the organizational landscape and values before developing programs and services. The strategies utilized can be applied to new and existing educational development offices.

Audiences: Administrators, New/Recent Educational Developers (5 years or less), International POD Participants, Medical Education
Topics: POD Professional Development, Organizational Development, Sustainability

Sustaining Faculty Development Programs at Small Colleges: Theory and Practice
Jason Craig, Marymount University; David Boose, Gonzaga University; Kevin Gannon, Grand View University

This interactive session is designed for established faculty developers at smaller institutions, whose challenges have evolved from those they faced when first starting out. Specifically, we will focus on: 1) prioritizing our efforts given limited resources; 2) keeping our programming and ourselves fresh and relevant; and 3) using assessment to drive strategic planning and promote our centers. Three seasoned developers will engage participants in interactive discussions about strategies for addressing these challenges. Together we'll share ideas, resources and tips that reflect the unique situations of small colleges. Attendees will leave with new ideas and specific resources to address our challenges.

Audiences: Small Colleges and Universities, Seasoned Educational Developers
Topics: Administration, Assessment, Programs
Roundtable Sessions 1:30 PM – 2:45 PM

**Brown**
1:30 PM – 2:45 PM

**Improving the Culture for Representing and Evaluating University Teaching**
*Margaret Marshall, Auburn University; Lesley Bartlett, Auburn University*

Universities, especially research-heavy universities, do not consistently employ best practices for evaluating and rewarding teaching. This roundtable discussion will involve participants in identifying strategies for working with faculty to better represent their teaching, working with department leaders to recognize and reward the intellectual work of teaching, working with institutional leaders to foster a culture for improving teaching, and joining together to work across institutions on these issues.

Audiences: Administrators, All POD Members
Topics: Assessment, Organizational Development, Teaching & Learning

**Morrow**
1:30 PM – 2:45 PM

**Building Community to Support New and Future Faculty**
*Adriana Streifer, University of Southern California; Elizabeth Morse Luoma, Yale University*

Many programs already exist to prepare new and future faculty for the challenges of academic life. Within such programs, faculty report high satisfaction with the opportunity to form a supportive community of peers, an opportunity shown to contribute to the long-term success of underrepresented faculty. This roundtable session invites participants to critically reflect on their own experiences as members or facilitators of supportive communities. Participants will also discuss ways to target and enhance community-based components of their own faculty programs initiatives, capitalizing on the positive interpersonal dynamics often seen as happy side-effects of community-building.

Audiences: Faculty, New/Recent Educational Developers (5 years or less), Seasoned Educational Developers
Topics: Faculty Professional Development; Graduate Student Professional Development, Programs

**Stanley**
1:30 PM – 2:45 PM

**Big Data: The Landscape of Student Achievement and Success**
*George Rehrey, Indiana University Bloomington*

Big data and Student Learning Analytics (SLA) models have rapidly emerged as one of the most robust and promising methods for ensuring student achievement and success. Therefore, it is
incumbent upon the POD community to be informed participants in this work as the field continues to expand and influence important institutional decisions, resource allocations, and programming. In this session, roundtable participants will explore how SLA can play an active and collaborative role in supporting key initiatives at their institutions and foster collaborations with programs that might not be considered typical partnerships for their teaching centers.

Audiences: Administrators, All POD Members
Topics: SoTL, Organizational Development, Retention

### Research Sessions 1:30 – 2:45

**Taylor**

1:30 PM – 2:05 PM

Program (Re)Design Model: A Transformative, System-Level Approach to Faculty Development

*Carolyn Sandoval, Texas A&M University; Maria Macik, Texas A&M University; Debra Fowler, Texas A&M University*

Responding to programmatic needs for curricular transformation in several disciplines, faculty developers at a public research university developed a Program (Re)Design model. As faculty journey through the model's eight-stage transformative process to redesign their program, they engage in deep discussions about their discipline, the experiences of students in their programs, and in teaching and learning theory. Center staff facilitate this process which results in an approach to faculty development that leads to more engaged faculty focused on student-centered teaching. This session includes an overview of the model and findings from studies conducted on faculty experiences with the process.

Audiences: Seasoned Educational Developers, Administrators
Topics: Organizational Development, Faculty Professional Development, Teaching & Learning

**Taylor**

2:10 PM – 2:45 PM

How Deep is Your Network? A Social Network Analysis of Faculty Development Collaborations

*Cody Williams, Western Michigan University; Andrea Beach, Western Michigan University; Jaclyn Rivard, University of Minnesota*

A key recommendation offered by Sorcinelli, Austin, Eddy & Beach (2006) is that faculty developers think of themselves as part of a larger institutional network, and create collaborative relationships with units across their campuses that also serve faculty and instructors. This research study uses Social Network Analysis (SNA) to examine the diversity and depth of collaborative relationships educational development directors report with units such as technology support, libraries, assessment offices, and others, as well
as the personal and organizational factors that influence directors' collaborative networks. The session will discuss ways SNA can be a useful analytic tool for faculty developers.

Audiences: All POD Members, Administrators
Topics: Research, Administration, POD Professional Development

Wilson
1:30 PM – 2:05 PM
35-Minute Research Session A

Studying Connections between Student Well-Being, Performance, and Active Learning
Amy Godert, Cornell University; Teresa Pettit, Cornell University

The increase in use of active learning strategies in the classroom has led us to explore how they are connected with well-being and, in turn, if there is correlation of student well-being and performance. In this session we will share and discuss preliminary findings from our pilot study examining the correlation of well-being and 1) student performance, 2) the use of active learning, and 3) gender and race. This work will help us better understand how well-being can foster deeper learning.

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

Wilson
2:10 PM – 2:45 PM
35-Minute Research Session B

How Does Closed Caption Use Impact Student Learning?
Katie Linder, Oregon State University

Little empirical research supports the benefits of video closed captioning for a wide variety of college-level learners, particularly those in the fully online environment. This presentation reports on a study of students’ perceptions and uses of closed captioning consisting of an exploratory survey and an experimental study. In addition to sharing the results of this research, the facilitator of this session will also include practical advice and resources for faculty developers who wish to engage in experimental studies, or to help faculty engage in experimental studies, in order to contribute to the Scholarship of Teaching and Learning.

Audiences: Instructional Technologists and Technology Integration Specialists, All POD Members, Online Instructors
Topics: Research, Assessment, Teaching & Learning

Grand Ballroom Foyer
2:45 – 3:00 PM

Break (coffee and refreshments)
Sustaining Change for Deep Learning: Do You Have What It Takes?
Chris Dakes, University of Wisconsin-Madison; Susanne Dove, University of Wisconsin-Madison; Ron Cramer, University of Wisconsin-Madison

What ingredients are needed to sustain change in higher education? Vision and time alone will not transform relationships, foster deep learning, and shift culture. We also require skills, resources, appropriate incentives and a meaningful action plan that inspires everyone in a diverse community to engage in the process. The Wisconsin School of Business is succeeding in a multi-year collaborative curriculum development effort that includes all of these elements to sustain change. Session participants will engage in action-oriented discussions about the theoretical framework, organizational change process, and tangible examples of change using resources they can adapt for use at other institutions.

Audiences: All POD Members, Large Colleges and Universities
Topics: Organizational Development, Assessment, Faculty Professional Development

Developers’ Response to the Redefined ADA: Leading from the Middle
Bruce Kelley, University of South Dakota; Angela Jackson, University of South Dakota; Darin Jerke, University of South Dakota; Ryan Los, University of South Dakota

The ADA ensures that students with disabilities have the opportunity to participate fully in higher education. The growth of technology and the explosion in online learning, however, have created unintentional barriers for these students. Faculty developers play a significant role in the areas of technology training and online course development, so what is our role in this area? This session will examine recent lawsuits related to technology and the ADA and will examine their implications for faculty developers. Participants will develop a responsible plan of action that accounts for both current policy and potential changes related to the ADA.

Audiences: Instructional Technologists and Technology Integration Specialists, Administrators
Topics: Technology, Organizational Development, Diversity
Leadership Development for Women Faculty: Knowledge, Skills, and Competencies
Diana Direiter, Lesley University; Amy Rutstein-Riley, Lesley University; Stephanie Spadorcia, Lesley University

In this workshop session, presenters will report on the process of developing and facilitating a feminist and relational leadership development study group for core women faculty in a university setting. The co-facilitators of the group, L.E.A.D (Leadership Enrichment and Development), will present an overview of the group's inception and describe the approach used by the group to foster leadership development. Participants will engage in activities that utilize a feminist relational group structure and process to address learning and outcomes. Resources will be shared.

Audience: Faculty
Topics: Faculty Professional Development, Organizational Development

Implementing High-Engagement Teaching Professional Development for STEM Doctoral Students
Claudia Vergara, Michigan State University; Luanna Prevost, University of South Florida; Henry Campa, III, Michigan State University; Mark Urban-Lurain, Michigan State University; Kateri Salk, Michigan State University

Improving STEM education and increasing the number of STEM college graduates are national priorities. However, evidence-based teaching pedagogies (EBTP) have not been widely incorporated into faculties' teaching practices. One solution is to implement programs to train graduate students and early career faculty in EBTP. In this session we will: (1) discuss the Future Academic Scholars in Teaching (FAST) Program as a model for a high-engagement graduate student teaching professional development; (2) discuss evaluation outcomes from 10 years of the program; (3) lead participants in activities based on this model; and (4) discuss how the model can be adapted by institutions.

Audiences: All POD Members, Faculty
Topics: Graduate Student Professional Development, Programs, Evaluation and Assessment
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<thead>
<tr>
<th>Speaker/Location</th>
<th>Topic</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Combs Chandler</td>
<td>Building Identity and Deep Learning into Course Design</td>
<td>David Way, Cornell University; Elizabeth Balko, Cornell University</td>
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<td>Current students face the world's large problems and are showing increased concern to responsibly addressing them. This raises the question to what degree does their coursework support deep learning where technical course material is connected with each student's unique identity and personal values? In a world of social networking, to what degree is higher education helping them to clarify their identity through an exploration of personal values so they are prepared as unique individuals in today's competitive job market? This session will explore these questions and the facilitators will share two case studies of courses designed that addresses them.</td>
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<td>Audiences: Faculty, All POD Members</td>
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<td>Topics: Diversity, Faculty Professional Development, Teaching &amp; Learning</td>
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<td>French</td>
<td>Promoting Efficacy: Digital Newsletters as Professional Development</td>
<td>Claire Yates, Valencia College; Claudine Bentham, Valencia College; Dori Haggerty, Valencia College</td>
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<td>Building teacher efficacy through learning communities is a common goal of faculty development. However, it can be challenging to design recurring on-site faculty learning experiences that meet these aspirations. This session will share how a digital newsletter designed for faculty advances the creation of unique learning communities while promoting efficacy. Session participants will engage in the collaborative process used to plan, create, develop, and communicate the digital newsletter. Application to participants' needs will be highlighted and discussed.</td>
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<td>Audiences: Community Colleges; All POD Members</td>
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<td>Topics: Faculty Professional Development, Start-Up, Teaching &amp; Learning</td>
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<tr>
<td>Jones</td>
<td>Five Critical Elements to the What and How of “Buy-In”</td>
<td>David Dees, Kent State University; Judy Lightner, Kent State University; Jennifer Marcinklewicz, Kent State University</td>
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<td>Encouraging broad institutional &quot;buy-in&quot; to change is a common theme in faculty development. However, specific strategies to get this &quot;buy-in&quot; seem to be a hidden secret. This session outlines the lessons learned from a year-long faculty center redesign process in a mid-size major university. This session outlines five critical</td>
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elements to faculty/institutional "buy-in" including a) know the culture, b) identify change agents, c) be transparent, d) provide the expert lens, and e) listen. Participants will identify implementation strategies and create an "action steps chart" that can be utilized to implement institutional change. In this session you will learn the secrets.

Audiences: All POD Members; Faculty
Topics: Faculty Professional Development, Organizational Development, POD Professional Development

McCreary
3:00 PM – 4:15 PM

**Treasure in the Sierra Madre? Digital Badges and Educational Development**

*Chris Clark, University of Notre Dame; G. Alex Ambrose, University of Notre Dame; Gwynn Mettetal, Indiana University South Bend; David Pedersen, Embry-Riddle Aeronautical University; Roberta (Robin) Sullivan, University of Buffalo, State University of New York*

A movie bandit once quipped, "We don't need no stinkin' badges!" We disagree. Resumes and certificates have limited value in representing our capabilities; digital badges help by visually communicating that we can demonstrate certain skills. As this session starts, participants will begin earning their own badges. Following an overview of how badging works, presenters from a variety of institutions will describe how they are using badges in educational development. The examples range from a small homegrown program to a major statewide initiative. To wrap things up, participants will work on developing badges that faculty could earn at their home institutions.

Audience: All POD Members
Topics: Assessment, Faculty Professional Development, Technology

Nunn
3:00 PM – 4:15 PM

**Developing the Developers: Growing Transformative Relationships through a Mentoring Network**

*Ania Kowalik, Georgia Institute of Technology; Anna Flaming, University of Iowa; Sara M. Fulmer, University of Louisville; Anna M. Donnell, University of Cincinnati; Tracy Smith, Appalachian State University*

In this session, participants will learn how to leverage the diversity of educational developers' backgrounds and experiences in order to forge new mentoring relationships and deepen their professional knowledge. Drawing on peer mentoring models and on existing POD initiatives, participants will map their own mentoring network and collaboratively develop a mentoring map for educational development. Inspired by the presenters' own peer mentoring group
started at POD 2015, the session will help new educational developers intentionally connect their POD experience to their professional goals, cultivate new relationships, and use their expertise to develop resources to share with colleagues joining the profession.

Audience: New/Recent Educational Developers (5 years or less)
Topics: POD Professional Development, Start-Up

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| Segell 3:00 PM – 4:15 PM | Graduate Student Development Showcase: Leveraging our Community for Transformative Programs  
Claudia Cornejo Happel, Georgia Southern University; Daniel Mann, University of California, Irvine; Alexia Ferracuti, Columbia University; Shelly Bayer, South Dakota State University; Molly Hatcher, The University of Texas at Austin; Valentina Iturbe-LaGrave, University of Colorado at Boulder; Denise Leonard, Washington University in St. Louis; Michelle Repice, Washington University in St. Louis; Nancy Ruggeri, Northwestern University; Kimberly Van Orman, University of Albany; Wafa Amayreh, The University of Texas at Austin; Lisa Rohde, University of Nebraska-Lincoln |
| POD-U Unconference Session | Inspired by last year's "Best Workshop Showcase," this dynamic session features selected programs from graduate and professional student developers (GPSD) from a range of campuses, each chosen for its capacity for transformative learning, creative use of resources, and potential transferability. In timed mini-sessions, participants will rotate around the room to discuss with presenters, gleaning one-page overviews of various specific programs and reflecting on how to translate each approach into strategies for implementation at their respective institutions. This highly interactive session aims to deepen relationships and community within POD to support innovative strategies for GPSD at a diverse array of institutions.  
Audiences: All POD Members, Graduate Teaching Assistants or those Supporting this Population  
Topics: Graduate Student Professional Development, POD Professional Development, Sustainability |
| Stopher 3:00 PM – 4:15 PM | Shaping Deep Learning through Rich Engagement with Information  
Clarence Maybee, Purdue University; Michael Flieri, Purdue University |

Recent research suggests that deep learning may be enabled (or disabled) through the ways students engage with information. Instructors can craft better learning experiences and prepare students for success by providing more guidance about student
engagement with information. Drawing from backwards design and informed learning pedagogic theory, informed learning design provides a framework for developing learning activities that foster learning through intentional engagement with information. Attendees of the session will utilize informed learning design to discuss and craft learning experiences that leverage specific ways of using information to enable disciplinary learning.

Audience: All POD Members
Topics: Faculty Professional Development, Teaching & Learning, Informed Learning Design

**Learning and Teaching Centers: The Missing Link in Data Analytics**
*Denise Drane, Northwestern University; Susanna Calkins, Northwestern University*

Data analytics teams often seek to identify at risk students so preventive measures can be implemented. A downside to this approach is that interventions tend to focus on deficits in the student rather than in the learning environment. This session explores how teaching centers can work with data analytics teams to focus attention on the learning environment and deep learning. We will discuss challenges and successes around a faculty driven data analytic study and an effort lead by institutional research. Participants will share their experiences and discuss critical questions around how data analytics can be used to promote learning.

Audiences: Seasoned Educational Developers, Large Colleges and Universities
Topics: Teaching & Learning, Assessment, Retention, Data Analytics

**Roundtable Sessions 3:00 PM – 4:15 PM**

**Beckham**
3:00 PM – 4:15 PM

**Outside Comfort Zones: Supporting Faculty Coming from the Professional World**
*Amber Young-Brice, Marquette University*

The role of educator may appear as though it would be an easy transition coming from the professional world. However, distinct differences exist between the professional world and the world of academia where one must have knowledge of pedagogy and students (Anderson, 2008). A great deal of research supports role transition in nursing, but findings apply to any professional transitioning into a clinical faculty role. This roundtable will allow participants to explore trials and tribulations of on-boarding professionals into clinical faculty roles. Elements of campus culture,
fostering community, feeling supported, and best practices will be discussed.

Audiences: All POD Members, New/Recent Educational Developers (5 years or less)  
Topic: Adjunct Faculty Professional Development

**Brown**  
3:00 PM – 4:15 PM  
**Innovative Learning Spaces: Getting Faculty and Students on Board**  
*Marilyn Lockhart, Montana State University; Cara Meixner, James Madison University*

As recent research reveals the positive impact of innovative and collaborative classroom design on student learning, the need to provide education for faculty and to inform students of the value of these spaces has increased accordingly. Often, faculty do not intuitively know how to teach in classrooms that are constructed to foster active pedagogical methods and that incorporate technological advances. In this roundtable session, we will explore various ways to learn and engage with faculty and students who are new to these spaces and share the experiences of those that have already moved into this area.

Audiences: All POD Members, Administrators  
Topics: POD Professional Development, Programs, Faculty Professional Development, Active Learning Classrooms

**Morrow**  
3:00 PM – 4:15 PM  
**Dissecting the Details: Discussion on Peer Observation Programming**  
*Josie Baudier, Kennesaw State University; Traci Stromie, Kennesaw State University; Esther Jordan, Kennesaw State University*

Since peer observations are aimed at improving teaching, oftentimes faculty and departmental administrators turn to the teaching center to help develop peer observation programs. In this roundtable session, we will discuss challenges that arise when departments of an institution implement peer observation programs, and how teaching centers can help them achieve their observation program objectives. We will also consider various program models, lessons learned, and long-term implications for centers who are asked to help develop departmental peer observation programs. We will conclude this discussion by reflecting on the new ideas developed during the session.

Audience: All POD Members  
Topics: POD Professional Development, Programs, Start-Up
A Discussion on Discussion for Deep Learning
Jennifer Herman, Simmons College; Linda Nilson, Clemson University

Designing and implementing an effective, engaging small group or classroom discussion that promotes deep learning is a skill with which many faculty members have limited experience or formal training. Well-designed discussions can enhance deep learning by connecting the dialogue more concretely to learning goals and including the perspectives of diverse learners and those who tend to participate less fully in discussion. This session will help participants help faculty design and lead discussions that foster deep learning through sharing and discussing relevant research, successful and unsuccessful experiences, and strategies for leading professional development on the topic.

Audiences: All POD Members, Faculty, Graduate Teaching Assistants or Those Supporting this Population
Topics: Faculty Professional Development, Teaching & Learning, Retention

Identifying and Supporting the Needs of International Faculty
Deborah DeZure, Michigan State University; Cindi Leverich, Michigan State University

American colleges and universities are making concerted efforts to internationalize their institutions. While recent attention has focused on the significant increase in international students and how to support them, there has been less focus on the needs of international faculty and how to ensure their success and satisfaction. This session will feature research findings of a qualitative study of the needs and experiences of international faculty at a public research university, identify several promising practices and resources to support them, and engage attendees in discussion of challenges and opportunities as we endeavor to create more inclusive environments.

Audiences: Large Colleges and Universities, Administrators
Topics: Diversity, Faculty Professional Development, Research
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<th>Time</th>
<th>Speaker(s)</th>
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<tr>
<td>Taylor</td>
<td>3:40 PM – 4:15 PM</td>
<td><strong>Measuring Transformational Learning in Faculty Development Programs</strong></td>
<td><em>Dorothe Bach, University of Virginia; Karen Connors, University of Virginia</em> High faculty renewal presents an opportunity to reshape the teaching and learning culture and measure the impact of our work. This session reports on the assessment of a large-scale new faculty program. The study adds nuance to the research on course design institutes and learning communities by asking: How exactly do these interventions foster community and transform teaching practices? We describe our multi-pronged assessments including pre-and post-intervention surveys, classroom observations, teaching scenarios, and rubrics that measure learner-centeredness of syllabi, transparency of assignments, and reflection in teaching statements. We will share preliminary study results and offer guidance on selecting assessment tools.</td>
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<td>Wilson</td>
<td>3:00 PM – 3:35 PM</td>
<td><strong>A Cross-Institutional Virtual Professional Learning Community for Adjunct Instructors</strong></td>
<td><em>Danyelle Moore, SUNY Alfred State College; Trevor Morris, Utah Valley University; Sean Glassberg, Horry Georgetown Technical College; Jeanne Samuel, Delgado Community College</em> Since nearly all institutions employ adjunct instructors and many rely on them for the institution to function, finding a way to engage the adjunct faculty in a meaningful conversation about their experiences in the classroom and at the institution is critical. This session explores the experiences of adjunct faculty and facilitators from four institutions during a fall 2015 virtual Professional Learning Community (vPLC). The POD early researcher grant provided funding for the common reading text and a pair of movie tickets upon completing the vPLC for each participant. In the session we will share the framework, data, and lessons learned.</td>
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Comparative Study of Need Satisfactions in Online and Face-to-Face Environments

Cong Wang, Purdue University; Hui-Ching Hsu, Purdue University; Jennifer Moss, Purdue University; Shi Yu, Purdue University; David Nelson, Purdue University; Chantal Levesque-Bristol, Purdue University

Creating an environment that extends beyond the classroom requires student motivation and relationships between teachers and learners. By fostering Basic Psychological Needs in traditional classroom, researchers of self-determination theory (SDT) have demonstrated improved learning among students. Can SDT be successfully applied to online learning environment? Through a psychometric evaluation of the Basic Psychological Needs scale and a structural equation model of motivation, we demonstrate that improved student learning and motivation also occur in online environments where psychological needs are met. Our paper illustrates the implication of these findings on faculty development and extension of learning outside the physical classroom environment.

Audiences: Faculty, Instructional Technologists and Technology Integration Specialists
Topics: Assessment, Teaching & Learning, Research

Introduction to POD for First-Time 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!

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

Conference Dinner: Welcome and President’s Address

Kevin Barry, POD Network President
### Friday’s Highlights

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<th>Time</th>
<th>Event</th>
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<tr>
<td>7:30 AM – 8:45 AM</td>
<td>Birds of a Feather Meetings (various locations)</td>
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<td>9:00 AM – 10:15 AM</td>
<td>Career Fair (Grand Ballroom C)</td>
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<td>10:30 AM – 12:00 PM</td>
<td>Plenary Session with Nikki Giovanni (Grand Ballrooms A/B)</td>
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<tr>
<td>3:45 PM – 5:00 PM</td>
<td>Poster Sessions (Grand Hall)</td>
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<td>5:15 PM – 6:45 PM</td>
<td>Resource Fair (Grand Hall)</td>
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<tr>
<td>7:00 PM – 8:30 PM</td>
<td>Awards Banquet (Grand Ballrooms A/B)</td>
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### Birds of a Feather Sessions (BOFs), 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.

**Beckham 7:30 AM – 8:45 AM**  
**New Directors of Centers for Teaching and Learning (BoF)**  
*Facilitators: Mary Wright, Brown University; Tershia Pinder-Grover, University of Michigan; Leslie Ortquist-Ahrens, Berea College*

Are you new to directing a center for teaching and learning (CTL) or proactively planning a transition? This discussion will focus on challenges and strategies for managing a new director role. Facilitators include an experienced director, a new director who changed institutions, and a new director who was promoted from within a center.
Breathitt
7:30 AM – 8:45 AM

Small Colleges: “A One Man Band in Search of an Orchestra” (BoF)
Facilitators: Jason Craig, Marymount University; Dana Vazzana, Truman State University

Are you working as a one-person faculty development shop longing for the encouragement of a colleague? Well, this session is for you to find an orchestra of colleagues who will support, encourage, and inspire greater things from each other—not just at the POD Network conference, but throughout the academic year.

Brown
7:30 AM – 8:45 AM

ArtPOD (BoF)
Facilitators: Johanna Inman, Temple University; Natasha Haugnes, Academy of Art University

Attend this session to meet POD colleagues interested in arts pedagogy! Together, we'll discuss ways to incorporate visual, performing, and creative arts in our faculty development work.

Carroll Ford
7:30 AM – 8:45 AM

Scholarship of Teaching & Learning (BoF)
Facilitators: Peter Felten, Elon University; Katie Linder, Oregon State University

This 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.

Clements
7:30 AM – 8:45 AM

Health Sciences (BoF)
Facilitator: David Sacks, University of Kentucky

The field of educational development is very well established in medical education. However, the POD Network does not have much to offer these colleagues. Come join this group and set an agenda in which we develop a network of colleagues that provide faculty development in all of the health sciences.

Coe
7:30 AM – 8:45 AM

Organizational Development in Higher Education (BoF)
Facilitators: Amy Kinch, University of Montana; Rania Sanford, Stanford University

How can those in professional development influence and align with institutional priorities? How can we effectively initiate change? We invite participants to bring issues related to organizational development from their home institutions to discuss with the group.
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<th>Room</th>
<th>Time</th>
<th>Event</th>
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| Combs Chandler | 7:30 AM – 8:45 AM | **STEM in the POD Network (BoF)**  
*Facilitators: Elizabeth Harris, University of Wisconsin-Madison; Matthew Holley, Indiana University*  
STEM stands for Science, Technology, Engineering, and Mathematics, and the acronym is front and center in conversations about educational development at the campus, regional, and national levels. Whether you work with STEM faculty and students, have a background in a STEM field, or wish to find colleagues interested in STEM educational development, this session is for you. Come discuss your own work, the POD Network's role in STEM education, and new possibilities for collaboration and community. |
| French   | 7:30 AM – 8:45 AM | **Cognitive Neuroscience Applications for Teaching and Learning (BoF)**  
*Facilitators: Todd Zakrajsek, University of North Carolina at Chapel Hill; Michael Palmer, University of Virginia*  
Over the past several years, "brain-based" learning has drawn a great deal of attention. In this session, we will discuss recent findings with respect to education in the area of cognitive neuroscience, the cautions needed when applying these findings to teaching/learning, and where the field may be headed. |
| Jones    | 7:30 AM – 8:45 AM | **Diversity in the Classroom: Hate Motivated Tragedies & Identity in the Classroom (BoF)**  
*Facilitators: Cameron Harris, George Mason University; Cheryl Richardson*  
Over the past year, there have been multiple hate related tragedies, both domestically and abroad. Conveners will lead a conversation centered on addressing and incorporating identity and identity-related issues related to these tragedies. The introduction of these timely topics and their contribution to classroom learning will also be addressed. |
| McCreary | 7:30 AM – 8:45 AM | **Assessment for Educational Development (BoF)**  
*Facilitators: Wayne Jacobson, University of West Florida; Claudia Stanny, University of West Florida*  
In our roles as educational developers, what do we contribute to program, department, or institution-level assessment? This session will focus on sharing questions, ideas, and strategies for assessing organizational practices from an educational development perspective. |
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<tr>
<th>Time</th>
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<th>Session Title</th>
<th>Facilitators</th>
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<tr>
<td>7:30 AM</td>
<td>Morrow</td>
<td>Contemplative Practices (BoF)</td>
<td>Penelope Wong, Berea College; Carl S. Moore, University of the District of Columbia</td>
<td>In this session we will engage in a few contemplative practices (meditation, body scans, etc.) and have a dialogue about how such practices can be used in Educational Development work. Come join us if you are interested in sharing and/or learning about how contemplative practices can be leveraged to benefit educational developers, teachers, students and staff.</td>
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<td>Nunn</td>
<td>Paths to the Educational Development Profession: “It’s Not a Job—It’s a Journey” (BoF)</td>
<td>Francine Glazer, New York Institute of Technology; Olena Zhadko, Lehman College, CUNY</td>
<td>Educational Development is a relatively young field, and there is no &quot;one right way&quot; to become an educational developer. Exchange origin stories, compare the strengths we bring from different backgrounds, and reflect on how we've gotten here and where we want to go.</td>
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<td>Segell</td>
<td>Evaluation of Educational Development Initiatives (BoF)</td>
<td>Sue Hines, Saint Mary’s University of Minnesota; Gail Rathbun, Indiana University-Purdue University Fort Wayne</td>
<td>This session is designed to provide the opportunity for new and experienced faculty developers to engage in meaningful collegial conversations about educational development evaluation. Through a facilitated discussion, we will uncover current issues, challenges, and possible solutions, as well as generate a list of helpful resources.</td>
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<td>Stopher</td>
<td>Graduate Student Professional Development (BoF)</td>
<td>Kristi Rudenga, Notre Dame University; Ronit Greenberg, University of Michigan</td>
<td>Are you interested in graduate student and postdoc professional development--either as a student/postdoc yourself or as a supporter of them? Join us as for an informal discussion of issues of interest, questions, and concerns about professional development work geared toward these populations.</td>
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<td>Time</td>
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<td>7:30 AM</td>
<td><strong>Civic Engagement and Service Learning: Reinvesting in the Local for the Common Good (BoF)</strong></td>
<td>Kristi Fondren, Marshall University; Karen McComas, Marshall University</td>
<td>Are you currently working with faculty, students, and community partners on pedagogies and initiatives related to civic engagement and service-learning, or are you interested in learning about more about these community-based approaches? Please join us as we exchange strategies and ideas that have the potential to make a lasting impact in our communities.</td>
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<td>7:30 AM</td>
<td><strong>Leveraging Technology to Further Teaching and Learning (BoF)</strong></td>
<td>Julius Su, California Institute of Technology; George Detiveaux, Lone Star College</td>
<td>The only thing progressing faster than technology is expectations of how it will change our classrooms. Join us as we discuss everything from implementations and strategies to websites and apps. Because technology isn't just a fact on the ground, this is a conversation you won't want to miss.</td>
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<td>7:30 AM</td>
<td><strong>Adjunct Professional Development (BoF)</strong></td>
<td>James Stenerson, Pace University; Ann Coburn-Collins, Saginaw Valley State University</td>
<td>Join us for an informal conversation on providing instructional and professional support to adjunct faculty. The nature of adjunct faculty employment makes it difficult to reach out to and support them. This BoF group will help bridge this difficulty with an exchange of ideas and a discussion of the various best practices associated with providing support for adjunct faculty. We will share information so we can continue the conversation after the session.</td>
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POD Career Fair 9:00 AM – 10:15 AM

Grand Ballroom C
9:00 – 10:15 AM
The Career Fair provides a networking opportunity for individuals exploring new career opportunities and representatives from institutions with positions to advertise. Early career POD Network members and job candidates can take full advantage of this event by meeting face-to-face with potential employers rather than leaving a resume; the time can then be used to learn more about positions, the employing institutions, and the diverse career paths of POD Network members. Potential employers can use this time to plan a subsequent formal interview during or after the conference.

Interactive Sessions 9:00 AM – 10:15 AM

Breathitt
9:00 AM – 10:15 AM
Creating SPACE for Adjuncts: Listening and Responding to Contingent Voices
*Mandy McGrew, Kennesaw State University*

As faculty developers seeking to be more inclusive of part-time faculty, it is important that we listen to and address their unique needs. In this engaging workshop, participants will analyze data from a survey of part-time faculty conducted at a large comprehensive university in the Southeast and brainstorm ways they might address the needs of their own adjuncts. Participants will then hear how the survey results ultimately led to the development of flexible programming options and the creation of SPACE—the Symposium for Part-time, Adjunct, and Contingent Educators, a unique conference where adjuncts engage with their peers on a professional level.

Audiences: All POD Members, Administrators
Topics: Adjunct Professional Development, Organizational Development, Programs

Carroll Ford
9:00 AM – 10:15 AM
Using Transparency to Promote Students’ Learning through Faculty Development
*Mary-Ann Winkelman, University of Nevada, Las Vegas; Laurel Willingham McLain, Duquesne University; Taimi Olsen, University of Tennessee, Knoxville; Ellen McEwan, University of Tennessee, Knoxville; Dorothee Bach, University of Virginia; Valery Keibler, Community College of Allegheny County; Allison Boye, Texas Tech University; Amy Overman, Elon University; Stephani Diktor, University of Virginia*
Educational developers at 18 campuses spent a year exploring ways to share and adapt materials from the award-winning Transparency in Learning and Teaching Project, with the goal of promoting students' learning through faculty development. Representatives from seven campuses share insights, and engage participants in structured reflection and discussion about how transparent frameworks and practices might support their own work. Participants in this interactive session will leave with: 1) replicable strategies for using transparency to promote students' learning through faculty development in their own contexts, and 2) low-cost, transparent ways for educational developers to share best practices across institutions.

Audiences: All POD Members, Administrators
Topics: Faculty Professional Development, Diversity, Retention

**Clements**
9:00 AM – 10:15 AM

**But What Do They Really Think? Uncovering Our Center’s Reputation**
*Veronica Brown, University of Waterloo; Donna Ellis, University of Waterloo*

Faculty, Staff, Students, Senior Administrators. All are key stakeholders of our centers. But as we planned for our upcoming external review, we recognized that our educational developer community is an equally important stakeholder group. How do we collaborate with our peer community to achieve an authentic measure of our work? The focus of the session will be on our collaborative evaluation process, specifically engaging the educational development community. Participants will analyze and make decisions about leveraging the expertise of their community of colleagues at other educational development centers when developing a self-study as part of an evaluation process.

Audiences: Administrators, All POD Members
Topics: Assessment, Administration, POD Professional Development

**Coe**
9:00 AM – 10:15 AM

**The Final Frontier: Space and Educational Development**
*Martin Springborg, Minnesota State Colleges and Universities; Karen Huxtable, The University of Texas at Dallas; Laura Cruz, Tennessee Tech University*

The physical infrastructure of an educational institution often receives the highest amount of investment (as much as $20 billion in 2002), and that infrastructure is one of the most enduring and often iconic aspects of a campus (Nair, 2002). However, the design and construction of educational buildings were usually in the hands
of outsiders such as architects or builders (Johnson & Lomas, 2005) and not in the hands of those with expertise in teaching and learning. This interactive, creative, and collaborative session will engage participants in an on-going multi-institutional project intended to catalogue, develop, and evaluate our own learning spaces.

Audience: All POD Members
Topics: Research, Teaching & Learning, Organizational Development

Combs Chandler  
9:00 AM – 10:15 AM

Engaging International Students through Effective Teaching Strategies
Rong Wang, Indiana University Bloomington; Allison BrckaLorenz, Indiana University Bloomington

With a rapid increase in the enrollment of international students in U.S. higher education institutions, more and more faculty members have encountered challenges in teaching international students. In this session, facilitators will use Faculty Survey of Student Engagement (FSSE) data to discuss faculty approaches to the engagement of their international students. Facilitators and participants will discuss the strategies faculty members employ in teaching international students. Goals of this session include understanding the challenges that faculty members face in teaching international students and discussing the implementation of effective teaching strategies in participant's courses and campuses.

Audiences: Faculty, All POD Members
Topics: Teaching & Learning, Faculty Professional Development, Diversity

French  
9:00 AM – 10:15 AM

Technology-Enhanced TA Development: An Online Training Module Approach
Heather Dwyer, Suffolk University; Chad Hershock, Carnegie Mellon University

Teaching assistants (TAs) have the potential to create transformative, lasting learning experiences for students, and successful TA training is critical in ensuring these outcomes. Yet the logistics of implementing effective, efficient TA training sessions, especially for undergraduate TAs, can be daunting. Participants in this session will learn about our pilot approach to addressing this problem: an interactive online learning module to train TAs in evidence-based practices in grading and giving feedback. Participants will experience components of the module, discuss our module evaluation data, and contribute to a roundtable discussion.
on TA training, with an emphasis on blended and online approaches.

Audiences: Graduate Teaching Assistants or Those Supporting this Population, All POD Members
Topics: Technology, Graduate Student Professional Development, Programs, Assessment

**Jones**

*Don’t Fear The Eval: Institutional Feedback as if It Mattered*

*Brian R. Hopewell, Vice President/Higher Education, Invoke Solutions, Inc.*

Feedback is the veritable mother’s milk of development and growth. And yet, more than a few of us in higher education don’t like it, don’t want it, believe we don’t need it. Consider the end-of-term course evaluation. Is there a more poor, forked, wretched item to be found in the mansion of assessment? This session will offer a reconsideration of the role and unexplored potential of course evaluation and other campus feedback data with only occasional references to CoursEval’s software products.

Audiences: All POD Members, Instructional Technologists and Technology Integration Specialists
Topics: Technology, Assessment

**McCreary**

*Exploring the World of Data Visualization in Educational Development*

*Cassandra Horii, Caltech; Jennifer Weaver, Caltech*

Centers for Teaching and Learning often keep relational databases to track their work, assess impact, and evaluate new opportunities. Typically, CTL data are summarized in familiar tables and charts. But new data visualization methods have emerged in recent years, and are also more accessible through downloadable and online tools. In this interactive session, we will explore emerging data visualization structures and their potential for use with CTL data. Drawing on example visualizations from a three-year dataset from Caltech, participants will storyboard potential visualizations of their own data and discuss practical tips for overcoming challenges.

Audience: All POD Members
Topics: POD Professional Development, Assessment, Technology
Centers as Integral Partners in Building and Sustaining Accessible Campuses
Mathew Ouelett, Wayne State University; C. Shaun Longstreet, Marquette University; Sara Kacin, Wayne State University

How might centers for teaching and learning contribute to campus-wide initiatives designed to create and sustain accessible learning environments? A growing number of recent court decisions are galvanizing substantial efforts across many colleges and universities to comply with accessibility requirements. Faculty and educational developers have a history of contributing leadership roles in campus wide initiatives on institutional transformation such as student centered teaching and diversity (Stanley, Porter, Simpson, & Ouellett, 2003; Ouellett, 2005). This workshop links multicultural organizational development and institutional transformation (Henderson, et al, 2006; Ouellett, 2015), "leading from the middle" (Schroeder, 2011; Chism, 1998), and accessibility related initiatives.

Audience: All POD Members
Topics: Organizational Development, POD Professional Development

Being Present: Designing a Blended Future Faculty Program
Hilary Schuldt, Northeastern University

How can teaching and learning centers’ formal programming leverage the informal ways in which graduate students learn to teach? Our center created a cohort-based future faculty program in a blended format to leverage peer-to-peer interactions, grounding the program design in the teaching, social, and cognitive presences that comprise the Community of Inquiry framework. This session will describe these presences and aligned strategies that have been used in the program’s initial design and successive iterations; present findings on participants’ program perceptions and the nature, frequency, and impacts of their online interactions; and generate ideas for adaptation across different types of programming.

Audiences: Graduate Teaching Assistants or Those Supporting this Population, All POD Members
Topics: Graduate Student Professional Development, Programs, Start-Up
Advancing Diversity through Strategic Micro-, Meso-, and Macro-Level Leadership
Kathy Takayama, Northeastern University; Matthew Kaplan, University of Michigan; Alison Cook-Sather, Bryn Mawr College; Peter Felten, Elon University

Calls to advance diversity issue from different constituencies on our campuses, including presidents, faculty, and students. How do we as academic developers strategically respond to these calls such that we satisfy all stakeholders, ensure successful outcomes, and enact our values? This interactive session offers cases from four institutions, each of which highlights catalysts for, considerations regarding, and approaches to advancing diversity through micro-, meso-, and macro-level leadership. Participants will analyze the particulars of these cases in relation to the mandates, challenges, and possibilities in their own contexts and identify both cross-context and institution-specific approaches to advancing diversity.

Audience: All POD Members
Topics: Diversity, Organizational Development, Intersectionality

Shifting Culture by Engaging Faculty at the Department Level
Susan Shadle, Boise State University

As part of an NSF WIDER project at Boise State University aimed at increasing the rate of faculty adoption of evidence-based instructional practice (EBIPs), we have focused much of our activity at the department level. Each department has a liaison to the larger project. Further, we have focused on ways to engage faculty at various stages of the adoption curve for EBIPs by leveraging the relationships that exist in each department. In this session participants will explore departmentally focused strategies that have the potential to be transformative for departmental and institutional teaching culture.

Audiences: All POD members, Administrators
Topic: Faculty Professional Development
Roundtable Sessions 9:00 AM – 10:15 AM

Beckham
9:00 AM – 10:15 AM

The Role of Care in Faculty Development
Christopher Grabau, Saint Louis University; James Fortney, Saint Louis University

As faculty developers, our work provides a unique window to the inter- and intra-personal relationships operating within the academy. Whether through course design, consultations, or department-level goal setting, this work is strengthened by how care for self and others is communicated and practiced. The goal of this 75-minute roundtable session is to discuss the role of care in our work to better articulate, sustain, and enact care-based strategies for faculty development. This session welcomes discussion on various philosophical and theoretical perspectives about care as a way to understand and practice it more intentionally in our collective and individual work.

Audiences: New/Recent Educational Developers (5 years or less), Seasoned Educational Developers
Topics: POD Professional Development, Faculty Professional Development, Teaching & Learning

Brown
9:00 AM – 10:15 AM

Fostering a Culture of Reflective Practice at a Diverse Institution
John Beaumont, Borough of Manhattan Community College; Lauren Goodwyn, Borough of Manhattan Community College; Jeffrey Gonzalez, Montclair State University

The BMCC Teaching Academy is a four-semester program in which untenured faculty develop as reflective, multimodal practitioners. Participants use peer observation, videotaping, and non-judgmental feedback to become aware of their teaching practices and to experiment with small change. The program culminates in participants’ producing a work that contributes to the scholarship of teaching and learning. Three participants—the director, a master teacher, and a teaching fellow—will share their experiences, discuss how the model is transferrable to other institutions, and elicit feedback from POD colleagues.

Audiences: Community Colleges, All POD Members, Administrators
Topics: Faculty Professional Development, Teaching & Learning, SoTL
Cultivating Pedagogies of Connection

Gillian Parrish, Washington University in St. Louis

Today’s complex social problems and information-rich climate require global citizens who think relationally (connectively and empathically). In this context, what does deep learning look like? How can we help faculty foster diverse student perspectives and connect their courses to contemporary events and everyday lives? How might strategies from a successful poetics course cultivate relational and reflective habits of mind within other academic disciplines? Using a framework from a creative writing course focused on social justice texts, this multi-disciplinary roundtable offers a chance to consider how to engage students in "difficult" material and approach learning as becoming reflective practitioners of their disciplines.

Audience: All POD Members
Topics: Teaching & Learning, Diversity, Faculty Professional Development, Arts-Based Pedagogy

Research Sessions 9:00 AM – 10:15 PM

Content and Connections: An Exploration of Three Team Formation Methods

Sarah Pociask, University of Massachusetts Amherst; Mei-Yau Shih, University of Massachusetts Amherst; David Gross, University of Massachusetts Amherst

Having students work in teams can enrich learning by enhancing the learning of course content as well as interpersonal skills. To ensure optimal team diversity, performance, and learning outcomes, it is often recommended that instructors design teams. But does the team formation method actually impact student performance? Across three sections of the same course, teams were designed by the instructor, chosen by students, or randomly created by a computer. We explored the diversity of teams formed with each of these methods, and compared student performance and attitudes. Implications for implementing team activities and for future empirical investigations will be discussed.

Audiences: All POD Members, Faculty
Topics: Research, Teaching & Learning, SoTL
**Evaluation of Knowledge Gains in a STEM Future-Faculty Program**

*Jacinta Mutambuki, Washington University in St. Louis; Regina Frey, Washington University in St. Louis, Beth Fisher, Washington University in St. Louis; Emily Cohen-Shikora, Washington University in St. Louis*

This session discusses the impact of an interactive STEM Pedagogies Workshop Series on knowledge of STEM doctoral students and postdocs about evidence-based teaching practices. Data were collected through pre-and post-workshop clicker questions, one-minute papers, and a structured web-based knowledge survey. Findings indicate significant gains on pedagogical knowledge of workshop participants; workshop attendees demonstrated significantly higher pedagogical knowledge than non-workshop attendees; and participants reported positive experiences reinforced by the structural elements of the workshops. Detailed findings and implications for designing future-faculty programs will be discussed.

**Audience:** All POD Members, Graduate Teaching Assistants or Those Supporting this Population

**Topic:** Graduate Student Professional Development, Research

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**Developing and Evaluating a New Teaching Postdoc Program**

*Elizabeth Luoma, Yale University*

The Helmsley Charitable Trust Program leverages the experience and potential of postdoctoral scholars to implement and disseminate evidence-based scientific teaching practices and to promote student persistence in STEM. Helmsley Postdoctoral Teaching Scholars build communities and teach at Yale and at partner institutions; they also facilitate faculty development at national Summer Institutes. With many potential levels of impact, a careful program evaluation approach is required to identify and prioritize appropriate program assessments. This session will introduce participants to a "models-to-measures" approach to program development and evaluation. Participants will discuss how such an approach might inform their own program initiatives.

**Audiences:** All POD Members, New/Recent Educational Developers (5 years or less), Seasoned Educational Developers

**Topics:** Programs, Faculty Professional Development, Assessment, Postdoctoral Professional Development
Increasing Consistency across Large Multi-Section Courses: A Case Study
Emily Bonem, Purdue University; Heather Fedesco, Purdue University

One common challenge for courses that enroll many students in numerous small sections is how to create consistent learning experiences for all students. In order to address this concern, course coordinators may choose to redesign their courses using a replacement model where some material and activities are provided online rather than face-to-face. Across three semesters, we examined an introductory course as it transitioned from a traditional, face-to-face model to a replacement model. In this research session, we will present our findings on how the redesign affected student perceptions and performance and how our methods could be used at other institutions.

Audience: All POD Members
Topics: Assessment, Teaching & Learning, Research

Wilson
9:40 AM – 10:15 AM

35-Minute Research Session B

Break (coffee and refreshments)
Grand Ballroom Foyer
10:15 AM – 10:30 AM
Dr. Nikki Giovanni
“Words are the Windows: Poetry Is the Sun”

“I was asked to do a biography so this is it. I am 71 years old. I highly recommend old age; it’s fun. I have been awarded an unprecedented 7 NAACP Image Awards, which makes me very, very proud. I have been nominated for a Grammy; been a finalist for the National Book Award. I am very proud to have authored 3 New York Times and Los Angeles Times Best Sellers, highly unusual for a poet. I am a University Distinguished Professor at Virginia Tech. I don’t have a lot of friends but I have good ones. I have a son and a granddaughter. My father, mother, sister and middle aunt are all deceased literally making me go from being the baby in the family to being an elder. I like to cook, travel and dream. I’m a writer. I’m happy.”

Plenary sponsored by the Association of College and University Educators (ACUE)

12:00 PM – 2:00 PM
Lunch on Your Own
Big 10 Academic Alliance Meeting (Breathitt)
Committee Chairs Meeting (Morrow)

12:00 PM – 6:00 PM
Vendor Exhibits, Grand Foyer (Second Floor)

Excursions

12:30 PM – 5:00 PM
Art & Science of Learning (University of Louisville)
Depart from Rivue Tower Lobby at 12:15

12:30 PM – 5:00 PM
Churchill Downs Fall Meet
Depart from Rivue Tower Lobby at 12:15
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<th>Time</th>
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<tr>
<td>Breathitt</td>
<td>Deep Diving into the Dimensions of Teaching</td>
<td>Gwynn Mettetal, Indiana University South Bend; Robin Morgan, Indiana University-Purdue University Fort Wayne; Marcia Dixson, Indiana University-Purdue University Fort Wayne; Beth Kern, Indiana University South Bend</td>
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<td>2:15 PM – 3:30 PM</td>
<td>In too many cases, we do not realize the complex, interrelated set of activities that affect and create &quot;teaching.&quot; The Dimensions of Activities Related to Teaching (DART) model provides a framework for: 1) realizing and, thus, being able to more effectively document all of the activities involved in and related to teaching; and 2) showing people where they may be able to stretch and grow their teaching related activities. After an overview of DART and examples of its use, participants will use DART to reflect on their own teaching and how teaching is conceptualized on their campus.</td>
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<td>Carroll Ford</td>
<td>Deep Learning: New Faculty Developers and POD’s Communities of Practice</td>
<td>German Vargas Ramos, Otterbein University/UMass Amherst; Kristen Andersen, Oregon State University</td>
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<td>2:15 PM – 3:30 PM</td>
<td>This interactive session for new faculty developers will engage participants in deep learning around the POD conference and their role at their particular institutions. Based on their experiences at &quot;POD 2015,&quot; the facilitators will present a practical framework for describing and structuring &quot;POD knowledge&quot; and the work of faculty developers (design, pedagogy, support, and leadership). Working as a &quot;community of practice&quot; (Wenger, 1999), participants will reflect upon and share their experiences and expectations in several group activities designed to help us structure this collective knowledge and develop ways of integrating new ideas in our work after the conference.</td>
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Audiences: All POD members, Faculty  
Topics: Faculty Professional Development, SoTL, Teaching & Learning  

Audience: New/Recent Educational Developers (5 years or less), All POD Members  
Topics: POD Professional Development, Teaching & Learning, Faculty Professional Development, Change Agency
Clements
2:15 PM – 3:30 PM

Midcareer Faculty: Renewal as a Catalyst for Transformative Relationships
Catherine Ross, Wake Forest University; Kristi Verbeke, Wake Forest University

Support for faculty at all stages of the career cycle is critical, yet we know less about research and practice devoted to mid- and late-career development (Austin and Sorcinelli, 2013). In this session, we will present the rationale, structure and results from programming specifically targeted toward mid- and late-career faculty in the form of a teaching renewal retreat; as well as data reflecting changes that can happen when institutions provide this type of support. Using themes from this data, we will work together to identify scalable, transferable strategies to take back and implement on your own campuses.

Audiences: Seasoned Educational Developers, New/Recent Educational Developers (5 years or less)
Topics: Faculty Professional Development, Programs

Coe
2:15 PM – 3:30 PM

Sustainably Transforming Education: Engaging Liberal Arts Faculty in College Economics
Gary Muir, St. Olaf College

How can we transform the past economic models of private liberal arts colleges to ensure continued support for teaching and learning into the future? How might engaging the faculty community in discussions around college economics increase their ability to actively participate in generating local solutions to these challenges? This interactive session will use video and discussion to model how faculty conversations about college economics can be effectively facilitated in a liberal arts environment. Participants will gain an increased awareness of the economic challenges facing higher education, and a 60-minute workshop model and accompanying resources for use at their own institutions.

Audiences: Small Colleges and Universities, Administrators
Topics: Organizational Development, Faculty Professional Development, Administration, Sustainability

Combs Chandler
2:15 PM – 3:30 PM

Transforming Course Evaluations to Reshape Cultures of Learning and Teaching
Hari Kumar, Amherst College; Thomas Tobin, Northeastern Illinois University; Jennifer Frederick, Yale University

Campus cultures regarding student ratings of courses abound with known issues of consumerism, ineffective responses, and implicit
biases. By transforming the mindset for three campus groups, we achieve higher response rates, more meaningful decision-making data, better-quality feedback, deeper student learning, and deflection of cultural biases in evaluations of teaching. Transform students from customers into learners. Transform faculty members from tenure-packet builders into outcomes-based teachers. Transform administrators from behaviorist raters into holistic evaluators of teaching and learning. Session participants will see successful real-world transformations for each group and learn concrete steps to begin these transformations at their own institutions.

Audiences: Faculty, Administrators  
Topics: Teaching & Learning, Diversity, Assessment, Course Evaluations

French  
2:15 PM – 3:30 PM

Fishing for Faculty: The Bait and Hooks  
*Scott Roberts, University of Maryland; Lisa Swan, University of Maryland; Sabrina Kramer, University of Maryland*

Everyone has presented workshops that "preach to the choir," but we have defined a core part of our mission as "fishing for faculty"—getting the right bait in the right place and time—so they're hooked. Our problem was we had the wrong bait, we were in the wrong place, and it wasn't the right time. To transform our campus culture, we first had to transform ourselves and our approach. We will share how we reorganized and expanded our center, why the fish got hungrier, and what we use as hooks.

Audiences: Large Colleges and Universities, Small Colleges and Universities  
Topics: Faculty Professional Development, Organizational Development, Graduate Student Professional Development

Grand Ballroom C  
2:15 PM – 3:30 PM

Teaching Upside Down: Rethinking the Syllabus for Deep Learning  
*Michael Wesch, ACUE / Kansas State University*

When we prepare to teach a class, we often spend a great deal of time deciding what we are going to teach, and sometimes how to teach it, but we spend less time contemplating why. The most important question: "Who are our students and who do we want them to become?" is often not considered at all. In this workshop, we will flip the questions and start with who, move into a contemplation of the big why, build new and more suitable how’s, and rethink our what’s.
Preparing TAs for the Classroom: Transition from Student to Instructor
_Elif Arkun, Koç University_

Graduate Teaching Assistants (GTAs) arrive on campus with little if any teaching experience. How do they acquire the skills necessary to teach, manage and grade a class? Our GTA training program aims to help facilitate the transition of GTAs from student to instructor through a three-step certificate program. The purpose of this session is to share our GTA Training Program requirements and procedures with emphasis on microteaching sessions. Guided by the presenter, participants will discuss and analyze how GTAs are trained and prepared for teaching experiences within their institutions.

Audiences: Graduate Teaching Assistants or Those Supporting this Population, Large Colleges and Universities
Topics: Graduate Student Professional Development, Programs, Teaching & Learning

Finding Center Success through Transformative Faculty Relationships
_Dina Battaglia, Embry-Riddle Aeronautical University_

As a first-year center director, fostering transformative relationships and a resulting culture of deep learning were my primary goals when I was charged with developing the center from ground zero in June 2015. Using principles from influential leadership theories and findings from social psychology, my proposed strategy and vision for creating transformative relationships amongst faculty colleagues and between faculty and the campus’ center for teaching and learning will be presented. Participants will leave the session with a drafted strategy for transforming targeted relationships respective to their campus culture using knowledge acquired through their session participation.

Audiences: Small Colleges and Universities, New/Recent Educational Developers (5 years or less)
Topics: Start-Up, POD Professional Development, Organizational Development
Fostering the Development of a Professional Teaching Identity for Graduate Teaching Assistants
Tam'ra-Kay Francis, University of Tennessee, Knoxville; Ferlin McGaskey, University of Tennessee, Knoxville

Graduate students are responsible for a significant fraction of undergraduate instruction, especially at large universities. Presently, the teaching preparation that GTAs receive is not sufficient to help them develop as active practitioners. In order to produce high-quality faculty, we need to develop the professional teaching identities of this group of teachers. Facilitating the growth of a teaching identity has the potential to increase graduate students' self-motivation, self-efficacy, and self-concept as instructional faculty. To this end, we present a holistic, integrated model of teaching identity that makes sense of the personal, relational and contextual experiences of graduate teaching assistants.

Audiences: Graduate Teaching Assistants or Those Supporting this Population, All POD Members
Topics: Graduate Student Professional Development

Cultivating Critical Collaborations across Campus: Notes from the Field
Enoch Hale, Virginia Commonwealth University; Patricia Payette, University of Louisville

What can we, as faculty developers, do to increase the intellectual depth in our consultations and collaborations with faculty? What can we do to increase the visibility and impact of such efforts? Finally, how can we design center programs to cultivate “critical collaborations”? This session harnesses the directive power of two frameworks to exploring these questions. One framework focuses on building and assessing campus partnerships, and the other gives us a foundational language for thinking critically. Participants will engage with and apply the frameworks and best practices to their respective contexts to gain insights and methods for cultivating critical collaborations.

Audiences: All POD Members, Seasoned Educational Developers, New/Recent Faculty Developers
Topics: POD Professional Development, Faculty Professional Development, Teaching & Learning
Stopher
2:15 PM – 3:30 PM

Just-in-Time Programming for Institutional Transitions
Esther Jordan, Kennesaw State University; Linda Stewart, Kennesaw State University; Tris Utschig, Kennesaw State University; Michele DiPietro, Kennesaw State University

Institutional transitions pose unique challenges to teaching centers. Regardless of the type of transition—consolidation, shrinking enrollment, changing institutional designations, or new Quality Enhancement Plans—such moments present educational developers with new obstacles and opportunities. This interactive session will share how Kennesaw State University adapted Novak et al's (1999) Just-in-Time model of teaching to create responsive and timely faculty development programs to break barriers, build relationships and secure buy-in during institutional transition. Participants will then work together to apply the Just-in-Time model of program development to create a plan for responsive customization in their own contexts of institutional transition.

Audiences: All POD Members, Administrators
Topics: Administration, Programs

Willis
2:15 PM – 3:30 PM

Exploring Identity and Instruction: Support Communities for Diverse Graduate Students
Yarí Cruz Rios, Indiana University Bloomington; Katherine Kearns, Indiana University Bloomington

Diverse graduate students face particular challenges that affect their development as instructors. In this session, participants will explore the difficulties diverse graduate students experience as future faculty. Participants will consider effective ways in which diverse graduate students find empowerment through support communities that explore issues of identity and instruction. Focusing on how to address diverse identities in the classroom, participants will examine core elements of a support community for diverse graduate students, applying these fundamentals to develop and share strategies to talk about instructors’ identities in the classroom.

Audiences: All POD Members, Graduate Teaching Assistants or Those Supporting this Population, All POD Members
Topics: Graduate Student Professional Development, Diversity, Teaching & Learning
Beckham
2:15 PM – 3:30 PM

Online Discussions for Engaged and Meaningful Student Learning
Danilo M. Baylen, University of West Georgia; Cheryl Fulghum, Haywood Community College

This session will describe a strategy used to design and structure online discussions for stronger engagement between students, and with course content and technology. It will discuss a framework (identified as DEICI) involving concepts, such as Demonstration of Knowledge (D), Engagement with Peers (E), Invitation to Engage (I), Contribution to the Scholarly Exchange (C), and Insights Sharing (I). Examples of online discussion scenarios and prompts will be shared. Assessments of student learning using rubrics will be addressed. The lessons learned will be of interest to those who teach online, use online discussions as supplement, and involve in faculty development initiatives.

Audiences: All POD Members, Instructional Technologists and Technology Integration Specialists, Instructional Designers
Topics: Faculty Professional Development, Assessment, Technology

Brown
2:15 PM – 3:30 PM

Online Learning Communities: The Bridge to Transformative Collaboration
Mike Casey, University of Central Arkansas; Jessica Underwood, University of Central Arkansas; Amy Hawkins, University of Central Arkansas; Vicki Parish, University of Central Arkansas

A community is an integral part of any course, yet it presents one of the greatest challenges an educational developer faces when facilitating consistent and meaningful student collaboration in an online environment. What characterizes a successful online learning community, and how can an educational developer implement, build, and facilitate this best practice in their online course? Engage in an interactive learning community focused on developing innovative solutions to bridge the distance between instructors and online learners while building community among students.

Audiences: All POD Members, Faculty
Topics: Faculty Professional Development, Teaching & Learning, Technology
Transformative Adjunct Faculty Development
Charity Peak, The Cutting Educator, LLC

Often institutions do not invest as much in orienting and training their adjunct instructors as they do their full-time faculty. As a result, many part-time instructors feel marginalized or invisible due to unclear job expectations and lack of inclusion (or even communication) regarding campus decisions. Enhancing connections with adjunct faculty through integrated professional development ultimately improves learning outcomes, student satisfaction, and retention. Hence, this roundtable discussion aims to explore ways for higher education communities to transform their relationships with adjunct instructors in order to foster an inclusive faculty body engaged in the common goal of student success.

Audience: All POD Members
Topics: Adjunct Professional Development, Faculty Professional Development

Why Consider Online Asynchronous Educational Development?
Christopher Price, SUNY Center for Professional Development

As many colleges and universities turn to online asynchronous learning to expand access to students, educational developers have also looked to this medium to better accommodate busy faculty and staff. Other than access, what are the other reasons for online asynchronous educational development? How should we design these programs to fulfill these reasons? In this session, participants will learn about two successful online asynchronous educational development programs. Participants will leave the session with ideas about how to structure online asynchronous professional development and also reasons why they might develop such programs.

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

Impact of Motivational Marketing on Faculty Event Attendance
Kaleena Seeley, Northeastern University; Kelsey Bitting, Northeastern University; Hilary Schuldt, Northeastern University

One of the key challenges that centers for teaching and learning face is compelling faculty to take advantage of the services they offer. How valuable is a well-designed and engaging workshop if no
one attends? This session will discuss the impacts of a new marketing approach initiated at our center in spring 2016. In our weekly email communications to faculty, we began providing evidence-based teaching tips that directly complemented our upcoming events. By more intentionally tapping into faculty motivation in this way, we increased event attendance and gained a deeper understanding of how our communications are received by our constituents.

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

Taylor
2:55 PM – 3:30 PM

Equity-Oriented Pedagogy: A Ten-Step Approach to Adaptive and Data-Driven Instruction
Andrew Phuong, Harvard University; Judy Nguyen, Harvard University; Dena Marie, University of California, Berkeley

This session introduces ten research-based strategies that instructors can apply to increase equity, access, and inclusion in college classrooms. These strategies originate from an equity-oriented pedagogy that hybridizes democratic, multimodal, assessment-driven, and gamified instructional approaches. Since 2010, we have applied design-based action research methodologies to design, evaluate, and refine this pedagogy. Ongoing mixed-methods studies (N=723) have identified ten teaching and assessment strategies that have helped instructors address diverse students' needs, expand students' preferred modes of learning, and earn 7/7 course ratings. These practices have increased equity by improving student engagement, collaboration, community, positive psycho-social variables (e.g., resilience), and academic performance.

Audiences: All POD Members, Faculty
Topics: Teaching & Learning, Research, Assessment

Wilson
2:15 PM – 2:50 PM

Deep Learning: Research on High Impact Teaching Methods
Jake Glover, IDEA; Ken Ryalls, IDEA; Steve Benton, IDEA

Deep learning focuses on meaningfulness, which requires understanding and applying the material, using it to solve problems, and integrating knowledge from various sources and domains. Several teaching methods are associated with whether students employ surface- or deep-learning strategies (Biggs, 1989; Entwistle & Ramsden, 1983). This session describes research that identified specific teaching methods associated with student progress on learning outcomes reflective of deep learning. The presenters will
briefly summarize findings from Bayesian Model Averaging (BMA) performed on IDEA Student Ratings of Instruction (SRI) data collected in 3,484 college classes from 27 institutions representing all regions of the continental U.S.

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

Wilson
2:55 PM – 3:30 PM
35-Minute Research Session B
Energizing the College Classroom with the Science of Emotion
James Lang, Assumption College; Sarah Cavanagh, Assumption College

Emotions play a significant role in the learning of our students. Research from neuroscience, cognitive science, and education suggests that creating a positive emotional climate in the classroom could enhance student learning on short- and long-term assessments. Research also suggests that negative emotions in the classroom—such as boredom or frustration—can detract from student learning. This session will describe a major grant-funded study which the authors are conducting to test the learning effects of brief interventions at the start of a class period in order to help students regulate their emotions and focus on the process of learning.

Audiences: All POD Members, Faculty
Topics: Faculty Professional Development, SoTL, Teaching & Learning

Grand Ballroom Foyer
3:30 PM – 4:00 PM
Break (coffee and refreshments)
## Interactive Sessions 3:45 PM – 5:00 PM

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<tr>
<th>Location</th>
<th>Title</th>
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<td><strong>Helping Students Manage their Academic Schedules with myday</strong></td>
<td><em>Matt Dunkin, Operations Director, Collabro</em></td>
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<td><strong>Integrative learning and interdisciplinary problem-solving are key outcomes of a liberal arts education. Faculty development programs designed to support these higher-order skills must address challenges that faculty may face as they move from their disciplinary comfort zones. This session provides an overview of ongoing faculty development to support the implementation of a linked, two-course general education requirement for sophomores. Participants will learn how faculty developers can engage instructors in deep learning about interdisciplinary teaching, how assessment can be used to identify faculty learning needs, and how students benefit from these integrated learning experiences.</strong></td>
<td><em>Kathleen Harring, Muhlenberg College; Linda McGuire, Muhlenberg College</em></td>
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<td><strong>Course Evaluations as Organizational Development Levers:</strong></td>
<td><em>Laura Winer, McGill University; Donna Ellis, University of Waterloo</em></td>
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<td><strong>Changing the Conversations</strong></td>
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<td><strong>Course evaluations may seem an unlikely instrument for organizational change, but they can be useful tools for initiating and shaping powerful conversations around teaching and learning. This session will provide specific examples of change initiatives involving questionnaire content, timing of evaluations, and reporting of results. Using a theoretical framework for undertaking such changes in different institutional contexts, participants will develop strategies</strong></td>
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for undertaking change initiatives using course evaluations at their own institutions.

Audiences: All POD Members, Seasoned Educational Developers
Topics: Organizational Development, Teaching & Learning, Assessment

Collaborating at the Centers: Transforming STEM and Working across Boundaries
Kacy Redd, Association of Public and Land-Grant Universities; Cassandra Horii, Caltech; Mathew Ouellett, Wayne State University; Leslie Ortquist-Ahrens, Berea College; Andrea Beach, Western Michigan University; Susan Shadle, Boise State University; Noah Finkelstein, University of Colorado, Boulder

Following the 2015 POD Conference, 46 directors of Centers for Teaching and Learning (CTLs), STEM Education Centers (SECs), and national leaders convened to extend networks, share goals, and explore collaborative methods for improving STEM education. This NSF-supported convening resulted in a rich dataset, best practices, and recommendations. Results from a pre-workshop survey and a 500+ item qualitative dataset generated during the workshop will be presented, including insights into unique bodies of expertise and a roadmap for effective CTL-SEC collaboration. The results will be discussed in terms of STEM education and broader application to campus collaborations between CTLs and other units.

Audience: All POD Members
Topics: POD Professional Development, Programs, Research, STEM

Combs Chandler
3:45 PM – 5:00 PM

Motivating Faculty through Relationship-Centered Programs: Facilitation, Frameworks, and Flexibility
Gregory Dement, University of Houston-Downtown; Georges Deviveaux, University of Houston-Downtown

Whether you are launching a center for teaching and learning, stepping into a new educational developer role, planning an initiative, or simply offering consultations, there are approaches that can stifle faculty motivation and hinder progress. In this session, we use the motivational model called Self-Determination Theory (SDT) to frame three critical components of relationship-centered program development, namely Facilitation, Frameworks, and Flexibility. This approach is based on motivation theory, principles of change management, and lessons learned during the first two years of our center's operation. Attendees will practice facilitation, build
frameworks, and discuss flexibility as they relate to SDT and motivation.

Audiences: New/Recent Educational Developers (5 years or less), All POD Members, Anyone Starting a New Center or Program
Topics: Teaching & Learning, Programs, Start-Up

French
3:45 PM – 5:00 PM

The Art of Mindfulness: Transforming Faculty Development by Being Present
Ursula Sorensen, Utah Valley University

Faculty burnout has become a critical issue in academia that extends from new faculty to seasoned faculty. Burnout can come from several factors, but is especially due to stress that comes about because of professional and personal responsibilities. This session will introduce attendees to the concept of mindfulness, and how we as faculty developers can incorporate aspects of mindfulness into our faculty development programs as a means of helping decrease stress and increase attention. A mindfulness program that has been started at Utah Valley University will be presented along with data regarding how this program has affected faculty participants.

Audiences: All POD Members, Faculty
Topics: Faculty Professional Development, Research, Teaching & Learning

Grand Ballroom C
3:45 – 5:00

Ready, Set, Collaborate!
Patricia Payette, University of Louisville; Nicholas Yates, Zayed University

This is crowdsourcing at its best for us educational developers and our peskiest problems! Show up ready to share your knottiest or most persistent problem in your educational development work. You will pair up and reflect, write and connect with others to distill and share a list of your most compelling work-related problems. Be prepared to review the larger group list in order to vote and then work with others on the challenges you want to tackle. Smaller groups will coalesce around the top issues and then be given some tools and a time limit to brainstorm solutions to those "hot spots." Be ready to collaborate, come up with brilliant solutions, and then share them concisely and creatively with the larger group.

Audience: All POD Members
Topics: Faculty Professional Development, Programs
The Stories We Tell: Transforming Culture through Celebratory Narrative
Jessica Raffoul, University of Windsor; Erika Kustra, University of Windsor; Michael Potter, University of Windsor

Across class, cultures, borders—perhaps we share most our reliance on stories to understand ourselves, one another, and fundamentally, to give meaning to experience. Researchers have long written about the transformative power of storytelling: its capacity to build culture; challenge dominant discourses; reveal and strengthen new narratives; celebrate values; build confidence (Williams, Labonte, & O’Brien, 2003; Shor & Freire, 1987; Sole, & Wilson, 2002). In this workshop, participants will identify their success stories, building a common positive narrative with which we can transform institutional views and value systems regarding teaching and educational development.

Audiences: All POD Members, Small Colleges and Universities
Topic: Organizational Development

(Re)Designing Graduate Student Professional Development Programs to Foster Deep Learning
Jessica Metzler, Brown University

Teaching and learning centers often face challenges related to design, development, and implementation when creating graduate student professional development programming. We will discuss how one center reimagined an established certificate program as a blended learning course in order to address issues of access and curricular need. Asking participants to reflect upon the needs of their stakeholders, we will evaluate strategies for designing professional development programming that utilizes blended learning principles to encourage deep learning, reduce barriers to access, and address issues of diversity and inclusive pedagogy.

Audience: All POD Members
Topics: Graduate Student Professional Development, Diversity, Technology

Mining Data from SGIDs to Explore Implicit Norms and Biases
Kathryn Plank, Otterbein University

Since the late 1970s, the Small Group Instructional Diagnosis (SGID) has been a standard practice in educational development. But beyond providing formative feedback for individual instructors, what can SGIDs tell us more broadly about students’ expectations and perceptions of teaching and learning? What do students'
responses reveal about their implicit norms and biases? In this study, over 250 SGIDs are analyzed to examine the ways students describe their own learning, their assumptions about teaching, and what role factors such as gender, rank, and academic discipline play in shaping students’ expectations and perceptions.

Audience: All POD members
Topics: Research, Assessment

Segell
3:45 PM – 5:00 PM
Creating a Campus-Wide Forum for Inclusive Teaching and Learning
Mark Phillipson, Columbia University; Alexia Ferracuti, Columbia University; Suzanna Kraf, Columbia University

Centers for teaching and learning play an important role in cultivating inclusive teaching and learning practices in higher education. This session will present the efforts of a new teaching and learning center to bring together a range of voices from across campus in intentional dialogue, allowing members of the community to be heard and to inform the creation of a guide to inclusive teaching and learning. Participants will experience elements of a model for such a forum, reflect on and share their own efforts to promote inclusive teaching and learning, and collectively consider ways to sustain this work.

Audience: All POD Members
Topics: Diversity, Programs, Inclusive Teaching & Learning

Stopher
3:45 PM – 5:00 PM
Modeling Critical Reflection for Community-Engaged Pedagogies and Social Justice Education
Kimberly Jensen Bohat, Marquette University; Tyanna McLaurin, Marquette University

Critical reflection is an imperative part of community-engaged learning experiences and social justice education courses (Eyler and Giles, 1999). But reflection opportunities are often met with some resistance from students, faculty, and even academic disciplines. This interactive session will demonstrate how Center for Teaching and Learning staff can help faculty navigate these challenges by modeling strategies for both in-class and online reflection assignments for faculty. Together, participants will brainstorm situational factors (Fink, 2013) that impact the facilitation of critical reflection, explore research-based frameworks for critical reflection, and develop a reflection session to bring back to campus.

Audience: All POD Members
Development and Implementation of Observational Studies to Assess Classroom Practices

Lindsay Wheeler, University of Virginia; Michael Palmer, University of Virginia; Karen Connors, University of Virginia

Are you interested in assessing the impact of your instructional development interventions on instructors' actual classroom practices? In this session, we will explore with participants the key elements of observational assessment, including development of study design, training of undergraduate student observers, and analysis of data. Participants in this session will consider the value of observational data, experience “observer training,” practice statistical techniques on real observation data, and explore ways to tailor this type of study design to their own instructional development work.

Audience: All POD Members
Topics: Assessment, SoTL

Campus Internationalization Begins in Classrooms: Faculty Development AS Organizational Development

Debra Lohe, Saint Louis University; Gina Merys, Saint Louis University

For campus-wide change toward internationalization to occur, transformation of individual faculty members' course design, teaching strategies, and personal and professional perspectives is needed. The variety of needs faculty have in this area, however, present new opportunities and unique challenges for CTLs. To build capacity for meaningful internationalization, CTLs may need to engage and collaborate with multiple stakeholders and experts from across their institutions—from international services to ESL, from admissions to student groups, from international faculty associations to enrollment management professionals. It quickly becomes clear that, particularly in cases of campus-wide efforts toward internationalization, faculty development is organizational development.

Audiences: All POD Members, POD Members Involved in Campus Internationalization
Beyond Self-Report: Alternate Assessments for Graduate Student Development Programs

Molly Hatcher, University of Texas at Austin; Lisa Rohde, University of Nebraska-Lincoln; Linda von Hoene, University of California Berkeley; Wafa Amayreh, University of Texas at Austin

This roundtable is for graduate student developers and others to explore alternative methods of evaluating graduate student professional development (GSPD) trainings beyond commonly used self-report questionnaires. Participants will discuss challenges in evaluating pedagogy courses, active learning sessions, and other GSPD efforts, as well as successful strategies used to determine achievement of outcomes and impact. Participants will consider the relationship between feasibility and validity with respect to a range of assessment methods that evaluate graduate students' growth. The session will conclude with a discussion of next steps towards building a taxonomy of GSPD assessment methods used in U.S. academic institutions.

Audiences: All POD Members, Graduate Teaching Assistants or Those Supporting this Population
Topic: Graduate Student Professional Development, Assessment, Programs

Leveraging Digital Learning to Create a Culture of Deep Learning

Emily Hixon, Purdue University Northwest; Heather Zamojski, Purdue University Northwest

Today's students expect professors to incorporate technology into their teaching, which can sometimes present challenges for faculty members. While introducing technology can present challenges, it also offers tremendous opportunities for institutions to start discussions and provide faculty development on topics related to teaching more broadly. In this session, participants will learn how one institution is embracing digital learning and using it as a tool to help transform faculty views on teaching and create a culture of deep learning among the faculty. Participants will also be encouraged to share their own experiences to collaboratively generate a list of best practices.

Audiences: Seasoned Educational Developers, Instructional Technologists and Technology Integration Specialists
Topics: Faculty Professional Development, Technology, Teaching & Learning

**Stanley**

**3:45 PM – 5:00 PM**

**More than Lip Service: Faculty Development for Institutional Mission**

*David Boose, Gonzaga University; Linda Beane-Boose, Spokane Falls Community College*

Institutions trying to distinguish themselves in a competitive market often emphasize their distinctive educational mission. But embodying that mission consistently can be challenging with a faculty that is diverse in its professional backgrounds, experiences, goals, and values. Faculty developers can play an important role in both orienting prospective and new faculty to the institution’s mission, and supporting more experienced faculty in expressing that mission through their teaching and scholarship. Participants in this roundtable will share their best practices in developing faculty for mission, and will leave with concrete ideas they can implement on their own campuses.

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

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**Research Sessions 3:45 PM – 5:00 PM**

**Taylor**

**4:25 PM – 5:00 PM**

**Fun Fosters Educational Community Culture!**

*Larry Lesser, University of Texas at El Paso; Rey Reyes, University of Texas at El Paso; Dennis Pearl, Pennsylvania State University; John Weber, Georgia State University*

Our NSF-funded randomized experiment without teacher effects suggests specific fun items inserted into course learning management system readings may increase student learning (of introductory statistics for non-majors). Our qualitative case study of the intentional use of content-based fun (e.g., songs, cartoons, videos, jokes) in classroom settings showed affective impact with all the more potential transformational benefit. Song is also one of several techniques the lead presenter has been using to help CETaL cultivate community and relationships as his university pursues a more engaged, holistic view of education. Examples, resources, and recommendations are provided and our papers are compiled at [http://www.math.utep.edu/Faculty/lesser/Fun.html](http://www.math.utep.edu/Faculty/lesser/Fun.html)

Audiences: Faculty, All POD members
Topics: Research, Faculty Professional Development, Teaching & Learning
35-Minute Research Session A

Emergent Realities: Faculty Develop and Institutional Leader Perceptions of Critical Competencies
Rania Sanford, Stanford University; Amy Kinch, University of Montana

Learn about the competencies necessary for faculty success today and in the coming decade through the findings of a national research study supported by a POD Research Grant. This mixed-methods study examined the perceptions held by faculty developers and academic officers of the relative importance of competencies in nine domains: teaching; research; leadership and management; diversity; fundraising; work-life balance; internationalization; innovation; and technology. Qualitative and quantitative findings will be presented, including in relation to institutional and respondent profiles. Attendees will be invited to discuss how the findings may inform a deeper examination of emerging priorities in faculty and organizational development.

Audience: All POD Members
Topics: Research, Organizational Development, Start-Up

35-Minute Research Session B

Data-Driven: Transforming Teaching and Learning through Academic Analytics
Laura Cruz, Tennessee Tech University; Mary Ann Winkelmes, University of Nevada, Las Vegas

Educational developers rarely have the opportunity to gather information on how students learn and how faculty teach on a large scale, i.e. across multiple institutions or over significant periods of time. Few such data sets exist, and we often lack experience in leveraging this kind of data to transform our practice. This interactive, "data driven" session offered by POD's Scholarship Committee seeks to address this gap by: fostering collaborative, cross-institutional scholarship using the Transparency in Learning and Teaching (TILT Higher Ed) database as an example; and advancing how we think about the value of big data in our field.

Audiences: Administrators, Large Colleges and Universities, Researcher/Scholars
Topic: Research, Assessment, POD Professional Development
ALL POSTERS IN GRAND HALL

2016 Donald H. Wulff Diversity Travel Fellowship Posters

Eunice Ivala, Cape Peninsula University of Technology, South Africa
Diverse Staff Voices on the Transformation of a Merged South African University of Technology

Lakisha Lockhart, Boston College
Edu-Play-tion: Leaning into Differences

Pei Pei Lui, Harvard Graduate School of Education
Between Comfort and Danger: Sample "Risk Zone" Activities to Facilitate Racial Equity Work

Peggy Lumpkin, Young Harris College
Negotiating Diverse and Inclusive Space at a Small Appalachian Liberal Arts College

Judy Nguyen and Andrew Phuong, University of California at Berkeley
Restructuring the Maze of Higher Education into a Highway Towards Greater Access, Equity and Inclusion

2015 Educational Development Internship Grant Posters

Penelope Wong and Leslie Ortquist-Ahrens, Berea College

Yari Cruz Rios, Katherine Kearns, and Greg Siering, Indiana University Bloomington

Accountability Effectiveness: Transforming Pre-Assessments

Roberta Pate, Tarleton State University

According to Maurer and Longfield's (2015) study, findings suggested the use of teacher prepared reading guides (RG) to be beneficial and led to improved student performance. Several studies (Vandsburger & Duncan-Daston, 2011; Ruscio, 2001; Sappington, Kinsey, & Musyac, 2002) found when reading guides were combined with quizzes, there was an increase in on-going reading and improved participation and favorable exam results. The purpose of this study was to determine the effectiveness of pre-assessment (three variations of timed quiz applications) adaptations in content comprehension as determined by mid-term and final exam results.

Audience: Faculty
Topics: SoTL, Teaching & Learning, Assessment
Broader Impacts: Expanding Reach for Faculty Development
Theresa McDevitt, Indiana University of Pennsylvania; Stephanie Taylor-Davis, Indiana University of Pennsylvania

Recent creative partnerships and minor restructuring of a faculty-led professional development in teaching and learning center provide a model for how other centers can use outreach and innovation to expand their sphere of influence without additional resources. This poster presents the evolution of a Center for Teaching Excellence from its origin more than twenty-five years ago to highlight emerging relationships and collaborative activities to leverage resources and opportunities to promote teaching and learning best practices for faculty development and student success.

Audiences: All POD Members, Faculty
Topics: Faculty Professional Development, Programs, Administration

A More Inclusive Approach to the Evidence for Student Engagement
Christian Castro, University of Wisconsin - Madison; Megan Schmid, University of Wisconsin - Madison

Research supporting the value of student engagement in the learning process is vastly discipline-specific. Developers in cross-disciplinary communities of practice face a particular challenge when presenting that evidence: audience trepidation for transfer when little to no degree of association exists with the discipline where the evidence emerged. A decontextualized approach that builds on James E. Zull's work presenting neurobiological research on learning and connecting it to the classroom experience gives faculty a more general framework that cuts across disciplines, is readily applicable in their contexts, and empowers them to create their own disciplinary ways of student engagement.

Audiences: Faculty; New/Recent Educational Developers (5 years or less)
Topics: Faculty Professional Development, Teaching & Learning

Come for the Content, Stay for the Community: Disciplinary Faculty Development
Hilary Eppley, DePauw University; Lori Watson, Earlham College

Faculty members have created a virtual community and a "living" repository for online teaching materials in the field of inorganic chemistry. While community participants are often first attracted by the disciplinary content, they become engaged and develop as leaders largely because of the opportunity to engage in the practice
of "visible teaching" with other members of the community. Our community's model is a hybrid (in-person and virtual) community where face-to-face workshops feed back into creating new content and a more interactive and robust virtual community. The process of developing, growing, sustaining, and assessing this community of practice will be shared.

Audiences: Faculty, Small Colleges and Universities, Virtual Communities
Topics: Faculty Professional Development; Organizational Development; Teaching & Learning, Website Development

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**Compendium of Faculty Development Terms**  
*Emad Mansour, University of South Florida; Kevin Yee, University of South Florida; Sara Friedman, University of South Florida*

Faculty from different disciplines frequently join the faculty development profession. As in many professions, there is a variety of terms and acronyms that are commonly used among faculty developers. Several terms that refer to the same thing are also commonly used. One goal of this poster is to collect as many of these terms as possible in one place. This would help expedite new faculty developers’ adjustment to the field. Another goal is to show variability in the use of terms and possibly explore the idea of universally unified terminology to be used among faculty developers.

Audiences: New/Recent Educational Developers (5 years or less), All POD Members
Topics: POD Professional Development, Start-Up, Teaching & Learning

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**The Context of Faculty Development in Japanese Higher Education**  
*Shinichi Yamazaki, J.F. Oberlin University; Toru Hayashi, Yamaguchi University; Masayuki Fukano, Osaka Prefecture University*

The aim of this session is to identify the current situation and future of faculty development (FD) in Japanese higher education institutions. In 2015, researchers sent online and paper-based surveys to all 775 colleges and universities across Japan. The researchers collaborated with POD colleagues to translate and adapt for the Japanese context a survey previously developed to study the field of FD in the U.S. and Canada, "Creating the Future of Faculty Development: Charting Changes in the Field." Our robust response rate of almost 50% allows us to share a detailed portrait of the state of FD in Japan.
Audience: All POD Members
Topic: Faculty Professional Development

**Defining Educator: Collaboration Between the Center of Teaching & Learning and Student Affairs**
*Monica Roth Day, University of Wisconsin - Superior*

This poster will illuminate the collaborative process used by the Center of Excellence on Teaching and Learning (located in Academic Affairs) and Student Affairs at a liberal arts university to shift the campus culture in redefining "educator" to promote a holistic view of students and learning. Campus-level intergroup dialogue led to collaborative efforts such as a theoretical shift in the new instructor orientation to include Student Affairs; intergroup endeavors in working with students with mental health issues, those who are Veterans and active military, and those from diverse ethnic populations; and the development of a community of practice on well-being.

Audiences: Small Colleges and Universities, Community Colleges
Topics: Organizational Development, Programs, Teaching & Learning

**Designing Faculty Development Initiatives to Teach for Deep Learning**
*Russell Carpenter, Eastern Kentucky University*

This poster examines and analyzes the development process of a newly designed modular, online faculty development system at a regional comprehensive university that focuses on teaching for deep learning. The system provides reliable and tightly connected faculty development modules that support faculty members pedagogically and professionally. Moreover, the system's design is unique in its attempts to promote faculty learning, using levels to organize increasingly complex and involved pedagogical activities. This poster will share the results of survey research gathered from faculty using this system for the first time along with a set of recommendations for those creating their own initiatives.

Audiences: Administrators, Faculty
Topics: Faculty Professional Development, Programs, Teaching & Learning
Documenting Teaching Practices: A Conceptual Framework and Faculty Voices

Douglas Jerolimov, Indiana University-Purdue University Indianapolis; Richard Turner, Indiana University-Purdue University Indianapolis

When choosing to document their teaching, university faculty make a promising first step toward improving their own, and disciplinary, teaching practices. But even excellent faculty researchers are often less comfortable conceiving and implementing plans to investigate and document their teaching practices. This poster session introduces a new conceptual framework used successfully at IUPUI to guide faculty thinking about how to systematically document and improve their teaching practices. The conceptual framework helped instructors identify specific impediments to overcome when documenting their teaching which, in turn, helps developers identify avenues for supporting faculty efforts to document teaching practices.

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

Engaging Faculty and Students Voices in Discussions on Engaged Learning

Stephanie Kusano, University of Michigan; Samantha Hallman, University of Michigan

Faculty and students were brought together during a series of workshops as part of a university-wide initiative to increase engaged learning practices and assessment at the University of Michigan. Two different models were utilized to incorporate faculty and student voices regarding engaged learning practices and assessment: a round-table model and a student-panel model. Both models created an environment where faculty could openly discuss the challenges and outcomes of engaged learning practices. These models provided opportunities to better understand how faculty across the institution addresses engaged learning practices and how students perceive and experience engaged learning practices.

Audience: All POD Members
Topics: Faculty Professional Development, Programs
Ensuring and Measuring the Transformative Impact of Teaching Grants  
Terri Tarr, Indiana University-Purdue University Indianapolis; Richard Turner, Indiana University-Purdue University Indianapolis

The IUPUI Center for Teaching and Learning surveyed faculty awardees from the first five years of a teaching grant initiative to measure the long-term impact of the initiative. In addition to advancing student learning through innovative teaching interventions, the initiative seeks to transform faculty engagement with SoTL to ensure that teaching innovations shape other teaching practices on campus and faculty begin to see themselves as candidates for other local and external funding. This poster will report the results of the follow-up survey.

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

Exploring What’s Possible in Large Courses: A Faculty Learning Community  
Deborah Meizlish, University of Michigan; Theresa Braunschneider, University of Michigan

This poster provides an overview of the goals, structure, and initial outcomes of a faculty learning community focused on teaching large courses at the University of Michigan. We highlight usage of a science of learning framework to explore possibilities in large course teaching. The poster includes examples of concrete changes faculty have made in their courses, from integrating new technologies and active learning strategies, to scaffolding practice and feedback opportunities to facilitate the learning of students with a range of backgrounds. We emphasize ways the relationships formed through the FLC support faculty in embracing transformations in their large course teaching.

Audiences: All POD Members; Large Colleges and Universities, Topics: Faculty Professional Development, Teaching & Learning, Programs

Fostering Culture Shifts through Interdisciplinary Faculty Development Initiatives  
Sara Friedman, University of South Florida; Ona Cimpean, University of South Florida; Amanda Helip-Wooley, University of South Florida; Eman Mansour, University of South Florida

Many centers for teaching and learning look to provide forums for faculty to share innovative teaching approaches. Yet, how can
centers incentivize collaboration when faculty often remain siloed within their respective disciplines? In this poster session, the presenters will detail two distinct programs that offer faculty the opportunity to both connect with colleagues from other disciplines to survey effective pedagogies and to discuss cross-curriculum consistency. This poster will serve to initiate a dialogue about how programming designed to support paradigm shifts can be created, built upon, or modified.

Audiences: All POD members, Large Colleges and Universities
Topics: Programs, Faculty Professional Development, Teaching & Learning

**How Graduate Students Experience Teaching Preparation: An Ethnographic Study**  
*Kirk Robinson, Miami University*

Attendees will learn about the initial results of a 15-month long ethnographic research project examining how graduate students in three different, multidisciplinary teaching preparation seminars at a Midwestern public university experience formal teaching preparation for higher education. In addition to understanding students' experiences, this project also explores how peer-to-peer, and student-to-instructor interactions within these seminars shape students' preparation for higher education teaching. Highlighted and derived from initial results and analyses will be recommendations for practice regarding graduate student teaching preparation.

Audience: Graduate Teaching Assistants or Those Supporting this Population
Topic: Graduate Student Professional Development, Research

**Impact of Faculty-Led Educational Research on Undergraduate Researchers’ Professionalism Perceptions**  
*James Gentry, Tarleton State University; Roberta Pate, Tarleton State University; Holly Lamb, Tarleton State University; Credence Baker, Tarleton State University*

Two faculty-led educational research studies were conducted and aided by five undergraduate pre-service teachers/researchers (PSTR). Faculty-researchers designed a qualitative phenomenological-inquiry based methodology to examine the PSTR perceptions regarding their respective research experiences with faculty. Triangulation of the data was sought from narrative text interview transcripts and response essays by PSTR prior to and after each respective study. Using content analysis techniques and coding, five themes emerged. PSTR reported an interest in the
educational research topic and the need for positive relationships with faculty research mentors to begin and remain active with the research. Results indicated PSTR valued this learning experience.

Audiences: All POD Members, Small Colleges and Universities
Topics: Research, SoTL, Teaching & Learning, Undergraduate Research

Impacting Learning through Understanding of Work Life Balance
Deanna Arbuckle, Walden University

Work-life balance (WLB) is about managing the expectations between work and home without significant conflict. This balance can be active or passive, beneficial or harmful, but without it you may experience negative implications in the quality of your work, relationships and your physical/mental health. While WLB has been addressed in many aspects, there are also new areas where we can engage in WLB discussions. Some ideas for discussion include the different cultural implications of WLB, how this fits into traditional and non-traditional roles in higher education, and how we can help students develop a better WLB. Please join the discussion!

Audience: All POD Members
Topics: POD Professional Development, Research, Retention

Implementation of an Accessible Learning Institute to Reduce Learning Barriers
Stacy Rice, Missouri State University; Eric Nelson, Missouri State University

In response to the 2011 "Dear Colleague Letter" sent to college and university presidents by the Department of Education and the Department of Justice concerning the accessibility of technology and course materials for students with disabilities, the Faculty Center for Teaching and Learning at Missouri State University developed the Accessibility Learning Institute to help faculty identify and resolve barriers within their courses. The institute challenges faculty to adopt a proactive approach in their course design to create an environment that appreciates the diversity students bring to the classroom using the principles of Universal Design for Learning.

Audiences: Seasoned Educational Developers, New/Recent Educational Developers (5 years or less), Faculty, Large Colleges and Universities, Small Colleges and Universities
Topics: Teaching & Learning, Faculty Professional Development, Adjunct Professional Development, Programs
Mid-Semester Reviews: Student Perceptions of Impact on the Learning Experience
Kevin Sackreiter, South Dakota State University; Shelly Bayer, South Dakota State University

This poster will provide information on the impact on students and faculty of a mid-semester review pilot program conducted at a mid-western university during the Spring 2016 semester. Participants will be provided information on the impacts on student learning within courses participating in the pilot. Additionally, faculty observations on the impact on their instruction and class culture will be shared. Presenters hope to engage participants in a discussion of best practices to refine their own mid-semester review process and gain perspective from POD colleagues on the best approach for a full campus roll-out of this program with limited resources.

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

Mosaic Faculty Fellows: A Faculty Development Initiative
Tracey Birdwell, Indiana University; John Gosney, Indiana University

We will discuss Indiana University’s Mosaic Faculty Fellows program, a faculty development initiative for instructors who teach in active learning classrooms. Our Faculty Fellows program takes place on multiple campuses. At the two large campuses, two groups of Faculty Fellows meet face-to-face at their respective campuses. For the smaller, regional campuses, Faculty Fellows meet virtually and share their continued progress online. We will focus on successes and lessons learned in the facilitation of multiple Fellows cohorts devoted to teaching in, researching about, and designing active learning classrooms.

Audiences: Large Colleges and Universities, Instructional Technologists and Technology Integration Specialists
Topics: Faculty Professional Development, Teaching & Learning, Programs, Active Learning Spaces

Online, On-Demand Faculty Professional Development for Your Campus
Roberta (Robin) Sullivan, University at Buffalo, State University of New York; Cherie van Putten, Binghamton University, State University of New York; Chris Price, State University of New York
The Tools of Engagement Project (http://suny.edu/toep) is an online faculty development model that encourages instructors to explore and reflect on innovative and creative uses of freely-available online
educational technologies to increase student engagement and learning. TOEP is not traditional professional development but instead provides access to resources for instructors to explore at their own pace through a set of hands-on discovery activities. TOEP facilitates a learning community where participants learn from each other and share ideas. This poster will demonstrate how you can implement TOEP at your campus by either adopting your own version or joining the existing project.

Audiences: All POD Members, Instructional Technologists and Technology Integration Specialists
Topics: Faculty Professional Development, Start-Up

Opportunities for Metacognitive Development in a First-Year Seminar Course
Emily Weiss, Carnegie Mellon University

Described here are results of an internal assessment for a new, required first-year seminar course for science and math majors. Several course objectives focused on effective study strategies and aimed to help students transition more smoothly from high school to college-level courses. Using pre- and post-course surveys of students’ study strategies and attitudes toward learning, students’ grades over the course of their first semester, and their responses to exam wrapper exercises, we present several key results from our assessment of the new seminar course and its impact on student performance.

Audiences: All POD Members, Faculty
Topics: Assessment, Teaching & Learning

Praxis: Reflecting and Transforming Future Faculty Training Programs
Derina Samuel, Cornell University; Kimberly Kenyon, Cornell University

Can we transform future faculty training to effectively meet the needs of our stakeholders? Mobilized by Paulo Freire’s (1970) assertion that the current situation requires praxis: "with reflection and action directed at the structures to be transformed" (p126), we present preliminary evaluation data and a reflection of current programming through our graduate teaching program. The poster will showcase our research on current programming, plans for future programming, and strategies for building relationships across campus to provide more focused and standardized training.
Audience: Graduate Teaching Assistants or Those Supporting this Population  
Topics: Graduate Student Professional Development, SoTL

**Protocols and Challenges Faced by Centers Conducting Teaching Observations**  
*Sara Marcketti, Iowa State University; Manasi Katragadda, Iowa State University; Ann Marie VanDerZanden, Iowa State University*

While the literature is rich regarding strategies for observations of teaching as well as challenges for faculty undergoing observations, our center was uncertain of the consistency of process and protocols that we used as well as similarity of challenges faced by other centers for teaching and learning excellence. Upon IRB exemption, the researchers conducted in-depth interviews with twelve faculty consultants from different teaching centers. The outcomes of this poster are to illustrate the commonalities and the variations between: center protocols; faculty and center staff interactions; and expectations of faculty being observed.

Audiences: New/Recent Educational Developers (5 years or less), Seasoned Educational Developers  
Topics: Faculty Professional Development, Assessment, SOTL

**Reflections on a Reflective Teaching Community**  
*C. Brown, Webster University; E. Palmore, Webster University*

The Reflective Teaching Community (RTC) is one of several Faculty Learning Communities at Webster University. The Faculty Development Center supports this group, which meets monthly throughout the academic year. This past year the RTC had a unifying theme of Student Engagement, divided into four themes: Motivation and Agency, Transactional Engagement, Institutional Support, and Transformation. Seven meetings comprised this focus. In alignment with the POD Conference theme "Transformative Relationships: Fostering Cultures of Deep Learning," the Reflective Teaching Community fosters deep connections among faculty, between faculty and students, faculty and institution, and faculty and the community, resulting in transformative education.

Audiences: Faculty, Small Colleges and Universities  
Topics: Faculty Professional Development, SoTL, Teaching & Learning
Rhetorics of College Teaching: Teaching Philosophy Statements and Disciplinary Discourses
Julie Sievers, Southwestern University

Teaching philosophy statements, now ubiquitous, provide a resource for examining the rhetorics of teaching that shape faculty values, assumptions, and practices. Drawing on an archive of 79 statements, submitted (2007-2013) by teaching award nominees at a private, master’s university, this study closely analyzed a subset of statements from humanities, social science, and natural science fields. It explored rhetorical strategies, structures, and themes in teaching statements in order to uncover influential discourses in liberal arts disciplines. The results may enable educational developers to better understand differences in faculty beliefs and pedagogies across disciplines and to communicate more effectively with faculty.

Audiences: All POD Members, Small Colleges and Universities
Topics: Research, Faculty Professional Development, Teaching & Learning

TA Training: Promoting Deep Learning in STEM Laboratories
Amanda Helip-Wooley, University of South Florida; Oana Cimpean, University of South Florida

Change in STEM education requires accepting that interactive teaching produces better student outcomes and building relationships promotes academic success. In order to help TAs experience a fundamental shift in attitudes, we introduce them to John Kotter’s theory for successful change as outlined in Our Iceberg is Melting (2005). TAs participate in workshops on deep learning, mindsets, and grit. They work to deduce the value of inquiry-based laboratories and learn how to facilitate them. In this poster presentation, we will present our approach and preliminary results and invite feedback from colleagues.

Audiences: Graduate Teaching Assistants or Those Supporting this Population, All POD Members
Topic: Graduate Student Professional Development

The Transformative Power of Music: Implications for Educational Development
Whitney Denton, University of Tennessee; Beth White, Oak Ridge Associated Universities

Music has long been used in elementary and secondary education to teach concepts, and impact emotion, potentially altering values...
and attitudes while increasing learning. More recently, higher education has tapped into the power of music to transform learning, bypass biases and impact student outcomes. However, no identified research applies these strategies to educational development. This literature review poster examines the use of music as a teaching tool in areas as diverse as economics, social justice, and geography among others, while exploring their application to deepen and transform learning in educational development activities.

Audiences: All POD Members, New/Recent Educational Developers (5 years or less)
Topics: Faculty Professional Development, Teaching & Learning, Research

**Using Diffusion of Innovations Theory to Foster Learning-Centered Teaching**
*Phyllis Blumberg, University of the Sciences*

This poster describes a course of recommended action for educational development based upon (1) Rogers’ theory of Diffusion of Innovations and (2) data collected in a study looking at the prevalence of learning-centered teaching practices. Specific faculty development strategies are aligned with Rogers' factors influencing decisions to adopt innovations including (1) advantage, (2) compatibility, (3) complexity, (4) trial ability, and (5) observability. Interviewed faculty members used learning-centered teaching components that fit their teaching format and their discipline. Educational developers can use these factors to establish transformative relationships that help all faculty adopt teaching practices that foster deep cultures of learning.

Audiences: All POD Members, Small Colleges and Universities
Topics: Teaching & Learning, Faculty Professional Development

**Using Multiple Methods to Assess Professional Development Centers**
*Susan Chang, Northeastern University; Jennifer Lehmann, Northeastern University; Cigdem Talgar, Northeastern University; Michael Fried, Northeastern University*

Demonstrating the impact of faculty development centers on institutional teaching and learning culture is a persistent and challenging issue. Unfortunately, this is compounded by the fact that there has been limited contribution to the literature centered on this topic. This poster presents a triangulation of methods to measure our center's impact by comparing non-center participating, and participating faculty using: (1) Institutional Research data; (2)
aggregated student course evaluations; and (3) faculty/student interviews.

Audiences: All POD Members, Administrators
Topics: Assessment, Administration, Research

GRAND HALL
3:45 PM – 5:00 PM
The Doctor is In: Research and Grants Proposal Consultations
Shaun Longstreet, Marquette University

POD-U Unconference Session
This session is provided by members of the POD Research Committee and POD Grants 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.

Audience: New/Recent Educational Developers (5 years or less), All POD Members
Topics: Research, POD Professional Development, SoTL

5:15 PM – 6:45 PM
Resource Fair, Grand Hall
Cash Bar and hors d’oeuvres

7:00 PM – 8:30 PM
POD Network Awards Dinner, Grand Ballroom A/B

8:30 PM – 12:00 PM
Karaoke / Dance Party, Grand Ballroom C
## Saturday, November 12

### Saturday’s Highlights

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<td>Committee/SIG Meetings (various locations)</td>
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<td>Networking Lunch / Membership Meeting (Grand Ballrooms A/B)</td>
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<td>6:00 AM – 7:00 AM</td>
<td>Yoga, Terrace</td>
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<td>7:00 AM – 7:45 AM</td>
<td>Meditation, Fields</td>
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<td>Conference Breakfast, Ballroom Foyer</td>
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<td>To Improve the Academy Editorial Board Meeting, Stopher</td>
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<td>9:00 AM – 5:00 PM</td>
<td>International POD Attendees Gathering, Taylor</td>
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<td>Vendor Exhibit, Grand Foyer (Second Floor)</td>
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<td>9:00 AM – 10:15 AM</td>
<td>Committee and Special Interest Group Meetings</td>
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<td><strong>Breathitt</strong></td>
<td>Adjunct/Part-Time Faculty SIG (Steve Hansen and Lindsay Bernhagen)</td>
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<td><strong>Carroll Ford</strong></td>
<td>STEM SIG (Matthew Holley)</td>
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<td><strong>Clements</strong></td>
<td>Membership Committee (Roben Torosyan)</td>
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<td><strong>Coe</strong></td>
<td>Small Colleges Committee (Jason Craig)</td>
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<td><strong>Combs Chandler</strong></td>
<td>Awards and Recognition Committee (Donna Ellis)</td>
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<td><strong>French</strong></td>
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<td><strong>McCreary</strong></td>
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<td><strong>Nunn</strong></td>
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<td><strong>Stanley</strong></td>
<td>History Committee (Kathryn Plank)</td>
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<td><strong>Stopher</strong></td>
<td>Scholarship Committee (Laura Cruz)</td>
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Taylor
External Partnerships and Outreach Committee (Carol Hurney and Kevin Barry)

Wilson
Electronic Communications and Resources Committee (Raj Chaudhury)

Grand Ballroom Foyer
Break (coffee and refreshments)
10:15 AM – 10:45 AM

Interactive Sessions 10:30 AM – 11:35 AM

Breathitt
10:30 AM – 11:45 AM
The Role of a Teaching Center in Scaling Engaged Learning
Mary Wright, Brown University; Stephanie Kusano, University of Michigan; Samantha Hallman, University of Michigan

Teaching centers are increasingly playing key roles in scaling and sustaining change, by bringing faculty and students together to address key university initiatives. However, this work can be difficult. Challenges include faculty buy-in and finding ways to engage students as partners in the enterprise. This workshop addresses how a teaching center utilized several approaches to mitigate these barriers in the context of a large, university-wide initiative around engaged learning. These models address ways to leverage the organizational development role of a teaching center to scale innovation and increase faculty and student voice in academic change.

Audience: All POD Members
Topics: Organizational Development, Assessment, Programs

Carroll Ford
10:30 AM – 11:45 AM
Teaching and Transforming Together: Supporting Interdisciplinary Teaching Collaborations
Laurie Grupp, Providence College

Faculty who enter into interdisciplinary collaborative teaching relationships embark on a journey where trust between colleagues and deep knowledge within the discipline set the stage for meaningful engagement with students, dynamic exchanges of ideas, and transformative exploration of a theme through an interdisciplinary lens. The payoff—deep learning—is beyond measure, but the challenges may seem insurmountable. Team teaching requires faculty to collaborate on all aspects of instruction and engagement, including course design, teaching styles,
pedagogical approaches, and assessment. This session emphasizes the role of the faculty developer and the institutional resources necessary to support interdisciplinary collaborative teaching.

Audiences: All POD Members, Faculty
Topics: Teaching & Learning, Faculty Professional Development

Clements
10:30 AM – 11:45 AM

Knowing Less, Doing More: A Paradoxical Approach to Client Transformation
Michael Murphy, SUNY Plattsburgh; Stephanie Rohdieck, The Ohio State University

As consultants, we know a lot about teaching and learning, but what may engender meaningful transformation for teachers is often who we are in our consultative relationship with them. Paradoxically, strategically suspending our expertise can create openings for something transformative to occur—for ourselves as well as our clients. In this workshop we will explore ways of relating to clients and students that make space for intentional not-knowing. We will develop clarity about defenses and habits that impede our ability to enter a space where growth can occur, and develop specific strategies to foster a relationship of productive vulnerability.

Audience: All POD Members
Topic: POD Professional Development

Coe
10:30 AM – 11:45 AM

"Experts and Neighbors": Scaling up Civic Learning
Michael Willard, California State University, Los Angeles; Catherine Haras, California State University, Los Angeles

Last year our campus revised its General Education framework to include a civic/service learning requirement, an inclusive, intensive pedagogy that can be hard to master. We faced significant challenges preparing hundreds of adjunct faculty to implement civic learning into their coursework. Through an innovative partnership, we collaborated with the Association of College and University Educators (ACUE) to create the first online (asynchronous) module on civic learning. In a two-part workshop, module creators share the framework they developed and lessons learned about "teaching" lecturers to do civic learning. Participants will then create a civic learning assignment (and reflection) using problem-based learning.

Audiences: Large Colleges and Universities, All POD Members, Administrators
Topics: Adjunct Professional Development; Diversity, Technology
Combs Chandler  
10:30 AM – 11:45 AM

**See What I Mean: Visual Thinking Tools for Deep Learning**  
*Derek Bruff, ACUE / Vanderbilt University*

Our brains are wired to rapidly make sense of and remember visual input. How might we tap into and foster our students’ ability to think visually? In this session, we will explore ways that visual thinking tools such as concept maps, coordinate axes, timelines, and sketchnotes can help students refine, share, and receive feedback on their understanding of relationships among ideas. We will discuss preparing students to use these tools to build more robust mental models for solving problems, thinking critically, and learning deeply. We will also consider ways to model and leverage visual thinking tools in educational development.

Audience: All POD Members  
Topic: Teaching & Learning

French  
10:30 AM – 11:45 AM

**Improvisation Transformation: STEM Faculty Development through Applied Improvisation**  
*Jonathan Rossing, Indiana University-Purdue University Indianapolis; Krista Hoffmann-Longtin, Indiana University-Purdue University Indianapolis*

Both in and out of the classroom, science, technology, engineering, and math (STEM) faculty must speak in a way that generates excitement about their disciplines. In response to this need, some universities have turned to the techniques of improvisational theater to help scientists speak more spontaneously, responsively, and engagingly. In this workshop, attendees will experience some of these strategies and discuss program evaluation data. By highlighting successful applications of improvisation principles in the STEM setting, we hope to spark further discussion and research on how this approach might encourage student engagement and create a learning environment where innovation is valued.

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

Grand Ballroom C  
10:30 AM – 11:45 AM

**Supporting Faculty Success in an Ever-Evolving Work Environment**  
*Amy Kinch, University of Montana; Rania Sanford, Stanford University*

How is your program adapting to the changing nature of faculty work? How can you support faculty success in the coming decade? This interactive session will use the results of a survey of 367 CTL directors, faculty developers, and institutional leaders to present a
picture of competencies critical to faculty performance. Participants will discuss how these competencies impact their faculty and will leave with an assessment tool that can be used to drive program planning. This session will provide space for significant reflection on our practices and will introduce a framework of faculty success to aid in developing program priorities.

Audiences: All POD Members, Administrators
Topics: Organizational Development, Start-Up, Administration

**Jones**
10:30 AM – 11:45 AM

Getting Started: *To Improve the Academy* and the Scholarship of Educational Development
Gary Hawkins, Warren Wilson College; Brent Smentkowski, Queens University of Charlotte

Are you interested in publishing in *To Improve the Academy: A Journal of Educational Development*? We invite you to a workshop designed to engage participants with an overview of the major perspectives, questions, and approaches that characterize the scholarship of educational development, emphasizing diverse scholarship and inclusive excellence. We welcome researchers at all stages, and we will lead participants through steps designed to generate and refine ideas, to stimulate diverse avenues of inquiry, and to commence a scholarly agenda in the field. Participants leave with the start of a scholarly agenda or a new direction in the field.

Audience: All POD Members
Topics: POD Professional Development; SoTL

**McCreary**
10:30 AM – 11:45 AM

I Love This Classroom. How Do I Teach in It?: Faculty Development for Active Learning Classrooms
John Gosney, Indiana University; Tracey Birdwell, Indiana University

In this session, we will share the different ways that Indiana University approaches faculty development for teaching in active learning spaces. After we briefly outline our own approaches, highlighting successes and lessons learned, we will engage the audience in guided group work to explore how they are—or how they could be—approaching faculty development for teaching in active learning classrooms.

Audience: All POD Members
Topics: Faculty Professional Development, Teaching & Learning; Technology; Active Learning Spaces
Using Evidence-Based Faculty Development to Promote Evidence-Based Teaching
Mary Deane Sorcinelli, Mount Holyoke College; Ann Austin, Michigan State University; Andrea Beach, Western Michigan University

We know a good deal about how students learn and what works pedagogically to support learning. This session extends the conversation about how to improve student learning with a parallel exploration of how to advance faculty learning. Participants will identify contexts for promoting evidence-based teaching; examine the link between effective pedagogical practices and faculty development; explore faculty development approaches that make investment in evidence-based teaching more likely; and share best practices for encouraging their use. The session draws on new research on current practices and future imperatives in the field, suggesting that faculty development is entering the "Age of Evidence."

Audiences: New/Recent Faculty Developers, All POD Members
Topics: Faculty Professional Development, Organizational Development, Research

Cultivating Difficult Dialogues: Transforming Faculty Teaching about Diversity through Community
Lisa Perfetti, Whitman College; Michelle Jenkins, Whitman College; Rebecca Frost, Whitman College

Faculty often say they lack skills to engage students in conversations about difficult topics. We share a model for a faculty learning community that combines readings on student development and inclusive pedagogy with practical applications: designing a syllabus to set the stage for conversations, classroom activities that facilitate dialogue, and strategies for dealing with unexpected tensions. We also consider how such a program can have most impact when other dimensions of the campus experience are considered. Participants will leave with materials to create a similar program on their campus and questions for tailoring it to their specific needs and constraints.

Audiences: All POD Members, Small Colleges and Universities
Topics: Diversity, Faculty Professional Development, Organizational Development
Stopher  
**10:30 AM – 11:45 AM**

**Four Cues to Disrupt Norms and Foster Transformative Relationships**  
*Roben Torosyan, Bridgewater State University; Alison Cook-Sather, Bryn Mawr College*

When we facilitate development, we always bring our own norms of interaction. How do we move from simply confirming our biases to mutual learning? The quantum physics of complementarity offers a metaphor for how facilitators can create spaces where transformative relationships emerge. In this session, we describe four powerful cues and enact each. Take aways include practices that move participants through carefully organized steps, create role freedom, make individuals feel really seen and heard, and balance direction and serendipity to support free movement within parameters. Join us to discuss what intersection of these cues can deepen your dialogues with faculty.

Audiences: Faculty, Administrators  
Topics: Diversity, Faculty Professional Development, Teaching & Learning

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**Roundtable Sessions 10:30 AM – 11:45 AM**

Beckham  
**10:30 AM – 11:45 AM**

**Readiness to Advance: Transforming Educational Consultants from Novice to Expert**  
*Barbara Frey, University of Pittsburgh, Rae Mancilla, University of Pittsburgh; Joseph Horne, University of Pittsburgh*

This roundtable discussion builds on a professional development model for educational consultants that was introduced at the 2015 POD conference. Given the serendipitous career path of many consultants, the Development of Education Consultants Model (DEC) applies four phases for developing competence: (1) Observation and Modeling; (2) Tasks with Coaching; (3) Contextualized Practice; and (4) Reflection and Exploration. The focus of this roundtable is to evaluate key tasks for each stage of development and identify tangible deliverables that indicate consultants’ readiness to advance across stages of development.

Audiences: Administrators, New/Recent Educational Developers (5 years or less)  
Topics: POD Professional Development, Administration, Start-Up
Standing in the Gap: Transforming Institutions through Adjunct Faculty Fellows

Roy Fuller, University of Louisville; Mandy McGrew, Kennesaw State University; Teresa, Focarile, Boise State University; Deborah Melnick, Salem State University

As the shift from full-time tenure track to part-time or contingent faculty continues, development of this new majority must be addressed. Some institutions are transforming how adjuncts are integrated into the university through the use of faculty fellows. These fellows, drawn from the pool of adjuncts themselves, connect with and create opportunities for adjuncts. They serve as facilitators, organizers, and advocates for adjuncts in ways that full-time faculty cannot. Drawing from the experiences of four fellows working at different universities, this roundtable will share models and provide the opportunity to discuss how adjunct fellows might be used at participants’ institutions.

Audiences: Administrators, All POD Members
Topics: Adjunct Professional Development, Programs, Start-Up

Mentoring Relationships: Promoting Professional Transformation of Graduate Student CTL Staff

Joseph Lampert, University of Chicago; Kristin Rudenga, University of Notre Dame

Graduate student staff in centers for teaching and learning (CTLs) supply added capacity to the centers, and also provide a valuable professional development opportunity for the students. Potentially transformative mentoring relationships in these contexts may promote deep learning, professional development, and improved programs and services for the student, the CTL staff, and the CTL’s constituents. In this roundtable session, we will 1) reflect on our role as CTL staff in promoting the professional, pedagogical, and personal development of graduate student staff, and 2) develop a set of best practices, informed by the literature, for providing high-quality mentoring in this setting.

Audiences: Graduate Teaching Assistants or Those Supporting this Population
Topics: Graduate Student Professional Development, POD Professional Development, Administration
Stanley 10:30 AM – 11:45 AM

**Leading from Where You Are for Meaningful Change**
*Christine Rener, Grand Valley State University; Erik Palmore, Webster University*

The type of institutional transformation that we seek requires more educational developers and more faculty to see themselves as leaders and to participate in the collaborative work of creating cultures of deep learning. Professional development for leadership in higher education needs to both make the case for leadership and provide tools for action. In this roundtable discussion, several leadership models and personal leadership assessments will be introduced. Participants will be invited to discuss their own leadership strategies, those of other successful leaders in their networks, and the benefits and challenges of assuming the mantle of "leader" regardless of one's designated role.

**Audience:** All POD Members  
**Topics:** Faculty Professional Development, POD Professional Development

Willis 10:30 AM – 11:45 AM

**Leveraging the Power of Strategies and Relationships in Campus-Wide Change**
*Penelope Wong, Berea College; Leslie Orquist-Ahrens, Berea College*

If there is one thing that we can count in higher education, it is change! And as we all know, change can be painful. However, there are concrete strategies that faculty developers can use to facilitate change on their campuses. In this interactive roundtable, the presenters will share a case study of how they helped their campus navigate an administrative initiative and facilitate some of the challenges that were encountered. Participants will learn about these strategies and share their own experiences around campus change.

**Audiences:** New/Recent Educational Developers (5 years or less), Faculty  
**Topics:** Organizational Development, Faculty Professional Development

Research Sessions 10:30 AM – 11:05 AM

Taylor 10:30 AM – 11:05 AM

**Transforming Universities: Professional Development and Inclusive Cultures for Second-Career Adjuncts**
*Lisa Bergson, Bridgewater State University*

In this research session, participants consider how to transform their universities into centers for deeper learning by fostering inclusive cultures, building genuine, deeper connections, and encouraging
growth for adjuncts. More and more adjuncts are coming to academia after years as successful professionals, posing unique challenges to universities. Based on the findings of an Interpretative Phenomenological Analysis study of second-career adjuncts, participants will learn about the adaptability and unexpected impediments faced during their journey from professionals to professors. Implications for practice include building transformative relationships and developing meaningful professional development for adjuncts, as well as creating leadership training for department chairs.

Audiences: All POD Members, Faculty
Topics: Research, Adjunct Professional Development, Faculty Professional Development

Taylor
11:10 AM – 11:45 AM
Ties that Matter: Enhancing STEM Education by Strengthening Social Networks
Maria Orjuela-Laverde, McGill University; Laura Winer, McGill University

How important are relationships in enhancing STEM instructors’ pedagogical change? Multiple initiatives at several different postsecondary institutions in Montreal have been working to support pedagogical change in STEM for a number of years. This session reports on the use of Social Network Analysis (SNA) (Knoke & Yang, 2008) to measure social relations in their support of organizational change to help understand the patterns of relationships among instructors at five different postsecondary institutions in the same city, and their impact on instructors’ pedagogical change.

Audiences: All POD Members, Large Colleges and Universities
Topics: Faculty Professional Development, Teaching & Learning

Wilson
10:30 AM – 11:05 AM
Bringing University Scientists and K-12 Teachers Together
Julius Su, California Institute of Technology (Caltech); James Maloney, California Institute of Technology (Caltech)

Mutual benefits arise when university scientists work with K-12 teachers to co-create next generation science curricula. Over the last year and a half, Caltech and the teacher preparation program at Claremont Graduate University have partnered to create four Community Science Events, bringing together ~60-120 teachers and ~40-70 university scientists and community affiliates per event. Participants listen to a faculty seminar; create, implement, and present science lessons; and showcase activities and demonstrations. We present research results on the use of collaborative learning technologies to facilitate knowledge sharing,
and on the advantages to both groups of working together to create open educational resources.

Audiences: Graduate Teaching Assistants or Those Supporting this Population; Instructional Technologists and Technology Integration Specialists
Topics: Graduate Student Professional Development, Teaching & Learning, Technology

Wilson
11:10 AM – 11:45 AM

35-Minute Research Session B

Understanding Roadblocks to the Adoption of Effective Learning Resources
Lauren Herckis, Carnegie Mellon University

Researchers and education experts have spent decades refining our understanding of effective pedagogy and working to improve educational experiences. Today, only a small subset of these tools and strategies are widely employed; despite our new understandings, higher education hews closely to a classroom model which has not changed substantially in millennia. An ongoing research project at Carnegie Mellon University takes an ethnological approach to understanding the factors which shape university cultures of pedagogy. This presentation will discuss institutional and faculty characteristics which promote or impede the adoption of effective pedagogies, and discuss the relationships which can effect transformative culture change.

Audiences: All POD Members, Large Colleges and Universities, Administrators
Topics: Research, Organizational Development, Teaching & Learning

Grand Ballroom A/B
12:00 PM – 1:15 PM

Networking Lunch / Membership Meeting
Interactive Sessions 1:30 PM – 2:45 PM

**Breathitt**
1:30 PM – 2:45 PM

**Evidence-Based Pedagogy and Innovation in the Liberal Arts Classroom**
*Matthew Schneider, High Point University; Angela Bauer, High Point University; Matthew Brophy, High Point University*

More than ever, transmitting the timeless value of liberal arts education requires replacing outmoded instructional methods with innovative pedagogies. This session demonstrates how High Point University, a small-to-medium-sized private liberal arts college, is focusing greater attention on instructional quality in order to blend our liberal arts traditions with student demand—as well as broader societal pressure—for professionally relevant education. Encouraging evidence-based practice and innovation in the classroom emerges as a promising means of preserving the liberal arts traditions of fostering curiosity, rationality, and imagination in an increasingly specialized and professionally demanding world.

Audiences: Faculty, International POD Participants, Small Colleges and Universities
Topics: Teaching & Learning, Diversity, SoTL, Technology

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**Carroll Ford**
1:30 PM – 2:45 PM

**Creating Opportunities for Contingent Faculty to Develop Excellence in Teaching**
*Patricia Stewart, Michigan State University*

There is an increasing institutional trend to meet instructional needs with contingent faculty and fixed-term academic staff. With demand for quality standards and demonstrated value in higher education also on the rise, it is imperative to provide development opportunities for this growing population of instructional staff. This session will feature emergent issues, opportunities and challenges in creating quality development programs for contingent faculty. Informed by research and theoretical practice, various models and options will be presented. Specific focus will be on meeting institutional need, providing desired opportunities for individual advancement and assuring adherence to quality learning principles and teaching practice.

Audiences: Large Colleges and Universities, New/Recent Educational Developers (5 years or less), All Faculty Developers
Topics: Faculty Professional Development, Adjunct Professional Development, Programs, Teaching & Learning
Faculty and Graduate Students: Developing Pedagogically Sound Mentoring Relationships

Ruth Poproski, Georgia Institute of Technology

In this session, participants will explore the relationship between faculty and graduate student as a mentoring relationship between teacher and learner. We will focus our attention on specific pedagogical strategies, training frameworks, and strategic development tools that can be used and adapted to effectively support faculty as they interact with their graduate students. Through a series of conversations, case studies, and critiques, we will aim to provide you with the tools and inspiration you need to develop resources on your own campus, in support of pedagogically sound advising and mentoring relationships between faculty and graduate students.

Audiences: Seasoned Educational Developers, New/Recent Educational Developers (5 years or less), Faculty
Topics: Teaching & Learning, Faculty Professional Development, Graduate Student Professional Development, Mentorship

Upstanders Wanted: Convening Intra-Institutional Allies for Racial Equity Work

Pei Pei Liu, Harvard University; Matthew Miller, Harvard University

T010X: The Fulfilling the Promise of Diversity Seminars is a nontraditional Harvard GSE course that draws the responsibility for racial equity work outside of traditional silos by bringing together community members from varying constituencies as co-learners and allies in upstanding for racial equity. Utilizing actual course content and activities, this session offers a transparent look at the goals, design decisions, outcomes, and challenges of T010X’s inaugural year. Session participants will generate ideas for new/modified programs or courses on racial equity, identify untapped capacity for racial equity work, and consider paradigm shifts for racial equity work at their home institutions.

Audience: All POD Members
Topics: Diversity, Start-Up, Graduate Student Professional Development, Faculty/Student Partnerships

"Best" Programs for Supporting Early-, Mid-, or Late-Career Faculty: A Speed-Dating Showcase

Gary Hawkins, Warren Wilson College; Beate Brunow, Wofford College; John Miles, Wofford College; Heather Easterling, Gonzaga University; Jeff Dodd, Gonzaga University; Michele Lee Kozimor-King, Elizabethtown College; Betsy A. Sandlin, University of the South; Kent Anderson, Birmingham-Southern College; Jason Craig,
POD-U Unconference Session

Back by popular demand, this dynamic session will showcase nine selected "best programs" that specifically address the needs of early-, mid-, or late-career faculty from a range of small campuses or small CTLs. Each program has been 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. Support materials for each workshop will be available on-line. You've heard all the hype now come and experience the fun, chaos, and learning yourself!

Audiences: All POD Members; Small Colleges and Universities
Topics: Faculty Professional Development, POD Professional Development, Programs

French
1:30 PM – 2:45 PM

Classroom Mindfulness Practices to Increase Attention, Creativity, and Deep Engagement
Michael Sweet, Northeastern University

Learning begins with experience, and mindfulness practices—activities that focus one's attention on in-the-moment experience—are associated with a wealth of benefits, including increased attention and emotional regulation, greater creativity, increased perspective-taking abilities and even compassion. In this session, we will overview the "contemplative pedagogy" movement in higher education; experience three classroom mindfulness practices designed to cultivate (1) attention, (2) creativity, and (3) deep engagement; consider the research supporting them; and discuss how implementing them might look in various classrooms.

Audiences: Faculty, All POD Members
Topic: Teaching & Learning

Grand Ballroom C
1:30 PM – 2:45 PM

"Help, I Need Somebody!" Discovering and Addressing Adjunct Needs
Lindsay Bernhagen, The Ohio State University; Teresa Focarile, Boise State University

Across the U.S., adjuncts teach more courses to higher numbers of students than any other group. Therefore, truly fostering cultures of deep-learning requires that educational development offerings meet the needs of and capitalize on the knowledge and experience of adjuncts. The challenge is that not all adjuncts/adjunct populations are the same. In this workshop, attendees discuss ways to identify
the types of adjuncts working on their campuses, assess the needs of these adjuncts and develop tailored strategies aligned with their goals and with adjuncts' needs in order to more fully integrate adjuncts into their institutions' teaching and learning cultures.

Audience: All POD Members
Topics: Adjunct Professional Development, Assessment

**Jones**
1:30 PM – 2:45 PM

**Bring Faculty Back to the "Water Cooler"**

*Missi Patterson, Austin Community College*

Many faculty members are so busy with their teaching efforts that they lack time for learning from their colleagues. "Water cooler" talks are a thing of the past. Faculty operate alone, discovering how best to educate students through trial-and-error. At this session, you'll hear about several creative initiatives that give faculty time to connect with and learn from their colleagues. Participants will reflect on which methods might work best at their institutions and develop their own ideas for implementation. Finally, attendees will work in groups to devise methods to entice faculty to participate in these new opportunities.

Audiences: New/Recent Educational Developers (5 years or less), Seasoned Educational Developers
Topics: Faculty Professional Development, Start-Up

**POD-U Unconference Session**

**McCreary**
1:30 PM – 2:45 PM

**Putting Technology Models to Work for Faculty—Featuring SAMR**

*Nicholas Yates, Zayed University; Julius Su, California Institute of Technology (Caltech); Michael Truong, Azusa Pacific University; Georges Detiveaux, University of Houston-Downtown*

Join us on an exploration of the Substitution-Augmentation-Modification-Redefinition (SAMR) model for how technology integrates into teaching. We review case studies drawn from the presenters' institutions, illustrating the pedagogical transitions from using technology as a basic substitution to the redefinition of learning. Participants then apply SAMR in a two-part exercise: first in an imaginative brainstorming session focused on an emerging technology, to generate divergent possibilities; and second, as an appraisal of experiences to converge the group back to reality. Along the way, we reflect on technology-promoted teaching transformations, related to the POD theme of engaging a broader community.

Audiences: All POD Members, Instructional Technologists and Technology Integration Specialists
Topics: Faculty Professional Development, Teaching & Learning, Technology

Transforming Course Design Institutes: Engaging Academic Programs in Deep Learning
Cara Meixner, James Madison University; Carole Nash, James Madison University

Course design institutes provide collaborative spaces wherein individual faculty craft courses that align outcomes, assessments, and learning activities. While the strengths of this approach are myriad, opportunities exist to engage academic programs and departments in curriculum-level design processes that foster deep learning. Through case studies, creative assessments, and open discussion, our session will make transparent an integrative model of change reliant on sound assessment practice and curriculum mapping, outcomes-focused course design, sensitivity to faculty/departmental culture, and systems/organizational change.

Audiences: All POD Members, Faculty
Topics: Organizational Development, Assessment, Teaching & Learning

Fostering Deep Learning about Ourselves: Educational Development and Institutional Orientations
Molly Sutphen, University of North Carolina at Chapel Hill; Deandra Little, Elon University

This workshop will engage participants in reflection about their work as educational developers and how they contribute to institutional formation, with formation defined as the process of how values, goals, and actions change over time. Drawing on Barnett (2011) and Land (2004), participants will locate their institutions' orientations (metaphysical, scientific, entrepreneurial, bureaucratic) and identify their orientations as educational developers (entrepreneurial, bureaucratic, reflective/transformative, strategic/opportunistic). Finally, we will invite participants to consider how they make change or influence institutional leaders, whether as a: provocateur, broker (of people, ideas, resources, research), modeler (of actions, dispositions, approaches), or supplicant.

Audience: All POD Members
Topics: POD Professional Development, Organizational Development
Redefining Partnerships: Intentional Connections for Deeper Learning
Natasha Jankowski, National Institute for Learning Outcomes Assessment; David Marshall, California State University, San Bernardino

It only takes one interaction for a student to believe they can succeed or to end their educational journey. This interaction occurs in classrooms, outside of classrooms, in on-campus employment, with friend groups, or in co-curricular activities. It occurs anywhere learning happens. Awareness is growing of the need to understand students' lived experience of their collegiate journey, and with that awareness, the nature and scope of partnerships external to, within, and across campuses are changing. This session explores the redefinition of partnerships focused on fostering deeper learning by building from research conducted by the National Institute for Learning Outcomes Assessment.

Audience: All POD Members
Topics: Assessment, Organizational Development, Teaching & Learning

Navigating Desirable Difficulties: Supporting the Creation of Deep Learning Environments
Sarah Lashley, Centre College; Mary Daniels, Centre College

The practice of creating a situation or condition that initially makes learning more difficult for students is known to improve students' long-term retention and performance. However, students do not necessarily appreciate the transition from an environment where learning is made easy to one where roadblocks are intentionally placed in their paths. During this roundtable discussion, we will identify teaching strategies that intentionally require students to struggle in their learning, discuss the potential challenges that may arise for both faculty and students, and share ideas for helping students negotiate the confusion and frustration.

Audience: All POD Members
Topics: Teaching & Learning, Faculty Professional Development, Graduate Student Professional Development
Caring for Others, Caring for Ourselves: POD Professionals' Self-Care  
*Suzanna Klaf, Columbia University; Katie Linder, Oregon State University*

While we explore how to build deeper connections within and across our institutions, we also need to do so within ourselves. As agents of change who care for others while transforming the culture of higher education, we need to ask ourselves: What are we doing to practice self-care and self-renewal? The annual POD conference is an ideal time to reflect on renewal practices. To effectively help others, we need to care for ourselves. During this roundtable session, participants will discuss self-care and self-renewal, share resources and strategies, and brainstorm ways to incorporate professional resiliency and self-care into their daily routines.

Audience: All POD Members  
Topic: POD Professional Development

Adoption of a University-Wide Faculty Teaching Development Program: Necessary Conditions  
*Heidi Diefes-Dux, Purdue University; Emily Bonem, Purdue University*

This roundtable discussion will explore the necessary considerations for the adoption of a university-wide faculty teaching development program (FTDP) at an R-1 institution. These conditions relate to faculty members’ personal desire to change their teaching practices, access to instruction on research-based best practices, and the institution’s teaching culture. An overview of Kirkpatrick’s four conditions and how they impacted development of our FTDP will be provided. Participants will consider whether these conditions exist at their institutions and how a FTDP might be received. Finally, we will discuss initial steps for building an FTDP and strategies for improving institutional support.

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

Collaborative Online Professional Development: Creating Interactive Spaces for Teaching Assistants  
*Hui-Ching (Kayla) Hsu, Purdue University; Karen Neubauer, Purdue University*

This roundtable explores how ever-advancing technology can provide new collaborative spaces for professional development. The
topic is introduced with an overview of one center’s online workshop that provides additional learning opportunities for graduate teaching assistants beyond face-to-face-sessions. Following a combination of R2D2 framework (Bonk & Zhang, 2006) and self-determination theory (Deci & Ryan, 2002), the workshop was designed to create a learning community in which participants construct their knowledge together beyond the restriction of space and time. Roundtable participants will explore development and delivery processes of online workshops to increase learners’ interactivity in a virtual environment.

Audiences: Graduate Teaching Assistants or Those Supporting this Population; Instructional Technologists and Technology Integration Specialists
Topics: Technology, Teaching & Learning

Teaching Centers as Linguistic Resources
Susan Behrens, Marymount Manhattan College, Eva Fernández, Queens College

The linguistic underpinnings of many pedagogical issues confronting centers for teaching and learning (CTLs) have been largely unexplored. This roundtable discussion offers motivation for CTLs to embrace more language-related services and function as campus clearinghouses for essential linguistic resources necessary for better teaching and learning. We first share our experiences as linguists and CTL directors, and we then help participants identify the language components of many common pedagogical issues; ways to tackle such issues using greater language knowledge to inform pedagogical practices; and collaborative plans to harness linguistic resources already present on campuses.

Audiences: New/Recent Educational Developers (5 year or less), All POD Members
Topics: Diversity, SoTL, Teaching & Learning
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<th>Speaker(s)</th>
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<tr>
<td>1:30 PM – 2:05 PM</td>
<td>Taylor</td>
<td>Practical Realities of Outcomes-Based Evaluation of Faculty Development</td>
<td>Gail Rathbun, Indiana University-Purdue University Fort Wayne</td>
<td>This study assessed the impact of a teaching center's program at a regional US university over a period of five years. The center's impact was found to be greatest on tenure-track faculty who struggled with their teaching. Insights gained from reflection on study methods, the researchers' emotional responses to their findings, their struggle to make sense of the data, and grappling with the definition of “impact” proved even more valuable to future program improvements. Through hands on analysis of types of data collected, session participants will critique the researchers' conclusions and the analytical framework they used.</td>
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| 1:30 PM – 2:05 PM| Wilson              | Promoting Faculty Reflection and Interaction through an Online Asynchronous Workshop | Mary English, Northeastern University                                      | As a complement to face-to-face offerings for faculty, a university center of teaching and learning added a facilitated online asynchronous workshop to its line-up. The four-week experience, which focuses on the topic of re-envisioning lectures to deepen learning, was intentionally designed to promote deep faculty learning through reflection and interaction. This session will present design and facilitation recommendations based on findings from the initial two workshop offerings. Findings include:  
  - Levels of participation over the four-week program  
  - Perceived strengths and weaknesses of the learning environment  
  - Self-reported learning. |

Audiences: Seasoned Educational Developers, New/Recent Educational Developers (5 years or less)  
Topics: Assessment, Programs, Research
Wilson
2:10 PM – 2:45 PM

The I3 Model: Transforming Educational Development and On-Line Teaching & Learning
Michele Parker, University of North Carolina Wilmington; Laura Cruz, Tennessee Tech University

This interactive research session will describe the Instructional Innovation Incubator (i3) model, designed to assist faculty with on-line course development. We will share the results of a two-year study about its effectiveness, explore how it may be transformative for faculty and organizational development, and challenge participants to consider how the i3 model might apply to online teaching and learning at their own campuses. A self-referential incubator exercise will allow participants to ask questions about the research and see first-hand how a facilitated incubator model, similar to that used in the i3 experience, can enhance creative thinking transform ideas into action.

Audiences: Instructional Technologists and Technology Integration Specialists, Administrators, Institutions Part of a Public University System
Topics: Faculty Professional Development, Programs, Technology

Grand Ballroom Foyer
2:45 PM – 3:15 PM

Break (coffee and refreshments)

Interactive Sessions 3:00 PM – 4:15 PM

Breathitt
3:00 PM – 4:15 PM

Video Captioning 101: Establishing High Standards With Limited Resources
Stacy Grooters, Boston College; Christina Mirshekari, Boston College; Kimberly Humphrey, Boston College

Recent legal challenges have alerted institutions to the importance of ensuring that video content for instruction is properly captioned. However, merely meeting minimum legal standards can still fall significantly short of the best practices defined by disability rights organizations and the principles of Universal Design for Learning. Drawing from data gathered through a year-long pilot to investigate the costs and labor required to establish "in-house" captioning support at Boston College, this hands-on session seeks to give participants the tools and information they need to set a high bar for captioning initiatives at their own institutions.

Audiences: All POD Members, Administrators
Topics: Diversity, Administration, Technology
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<th>Time</th>
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<tr>
<td>3:00 PM–4:15 PM</td>
<td>Carroll Ford</td>
<td>Cultural Markers in the Classroom: Their Impact on Learning</td>
<td>Jim Berger, Western Kentucky University</td>
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<td>Teaching, while often carried out in a structured environment, is flush with cultural components, or &quot;markers,&quot; that impact learning. A careful examination of the classroom points to cultural values played out during the learning process. Each of these behaviors, actions, or attitudes can be seen as a marker or indicator of a larger cultural phenomena taking place. However, faculty are not regularly trained to look for cultural markers or examine how their own cultural values impact their students. The purpose of this session is to explore how various cultural factors may impact learning effectiveness when teaching in the classroom.</td>
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<td>Audiences: Seasoned Educational Developers, Faculty</td>
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<td>Topics: Faculty Professional Development, Diversity, Teaching &amp; Learning</td>
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<td>3:00 PM–4:15 PM</td>
<td>Clements</td>
<td>Reflective Practice: We Are All in This Together</td>
<td>Stephanie Taylor-Davis, Indiana University of Pennsylvania; Theresa McDevitt, Indiana University of Pennsylvania</td>
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<td>For over 25 years, faculty from across our campus seeking to develop transformational learning environments in their classrooms have found a framework that supports collegiality, authenticity, relevance, deep learning, and sustainability in a reflective practice teaching excellence learning community that brings them together in a trusting environment which fosters effective communication and allows for collaborative problem-solving. This interactive session will explore our faculty culture of community engagement and commitment to best practices in teaching and learning, and call upon attendees to identify and share ways common challenges can be addressed by capitalizing on the experience and expertise of faculty colleagues.</td>
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<td>Topics: Faculty Professional Development, Programs, Administration</td>
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<td>3:00 PM–4:15 PM</td>
<td>Coe</td>
<td>A New, Integrative Approach to Promote and Assess Deep Learning</td>
<td>Elizabeth Barkley, Foothill College; Claire Howell Major, University of Alabama, Tuscaloosa</td>
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<td>For today's college teachers are under increased pressure to teach effectively and to provide evidence of both what and how well students are learning. Learning Assessment Techniques (LATs) reflect a new vision of course-based, teacher-driven, integrated</td>
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classroom assessment designed to promote and document learning. Attendees will learn how LATs seamlessly integrate three key elements of effective teaching (identifying significant learning goals, implementing engaging instructional activities, and analyzing/reporting findings to multiple stakeholders) as they practice implementing the six-step LAT cycle. Particular attention will be given to LATs that cultivate community-engaged learning and foster deep connections within and beyond the classroom.

Audiences: Faculty, All POD Members
Topics: Teaching & Learning, Assessment, Faculty Professional Development

**Combs Chandler**
*Faculty Development for Gateway Courses: Fostering Faculty and Student Learning*
*Peter Felten, Elon University; Isis Artze-Vega, Florida International University; Joshua Caulkins, University of Rhode Island; Jonathan Iuzzini, Achieving the Dream; Susannah McGowan, University College London; Andrew Koch, John N. Gardner Institute for Excellence in Undergraduate Education*

Gateway courses introduce students to essential disciplinary content and, too often, also have high student withdrawal and failure rates. Because of this, these courses disproportionately affect student persistence, timely graduation, and sense of belonging—particularly for underrepresented students. Faculty and faculty developers are key actors who can improve student learning and outcomes in gateway courses. Our interactive session explores common challenges and sustainable strategies to enhance gateway faculty development drawn from our varied institutional experiences and a large national initiative on this topic. Throughout the session, participants will generate practical ideas for gateway redesign efforts in their own contexts.

Audience: All POD Members
Topics: Teaching & Learning, Retention, Diversity

**French**
*If Only I Could Clone Myself: Developing Champions for Change*
*Stephanie Fiore, Temple University; Johanna Inman, Temple University*

Do you struggle with how to extend the reach of your center when you have limited staff and resources? Have you always dreamed about having influential faculty and administrators advocate for evidence-based teaching when you can't be there? In this session, facilitators will share a successful model for creating and training faculty to become champions for student-centered teaching on their
transformative relationships: forging partnerships that foster deep learning

jeff galle, emory university; jim fatzinger, georgia gwinnett college; jo galle, georgia gwinnett college

in the years since keeling's learning reconsidered (2004) and cook and lewis' the divine comity (2007), many institutions have strengthened relationships between student life and academics. relationships such as these now have been widely acknowledged as instrumental in fostering deep learning when the teaching/learning efforts are coordinated, integrated, and campus wide. this workshop will describe programmatic collaborations between student life and academics at two distinctly different liberal arts institutions, reveal two key principles that both institutions applied, and lead participants in activities designed to contemplate the impact of using these principles in collaborations at their own institutions.

audience: all pod members, administrators
topics: teaching & learning, assessment, organizational development

breaking the mold with a year-long program

megan schmid, university of wisconsin-madison; chris castro, university of wisconsin-madison

research-intensive institutions have been criticized for an overemphasis on research and lack of attention to teaching. this session will focus on how we are breaking the mold at our research-intensive institution with a cross-disciplinary year-long program in teaching for early-career tenure-track faculty. we will provide an overview of the literature on early-career faculty and share program findings from the first four years. through engaging activities, we will challenge session participants to identify new or examine existing practices that engage early-career faculty on their campuses. sharing resources and ideas will be a key component of this session.

audience: all pod members, large colleges and universities
topics: faculty professional development, programs, start-up
Measuring the Transparency of Assignment Descriptions

Michael Palmer, University of Virginia; Emily Gravett, James Madison University; Jennifer LaFleur, University of Virginia

There is a growing body of evidence demonstrating the positive effects of making teaching and learning "transparent" to students—especially in the contexts of syllabi and assignment descriptions. An award-winning tool exists for assessing the learning-centered qualities of a syllabus, but no model for assessing the transparency of assignment descriptions has been developed until now. In this interactive session, participants will explore a rubric for assessing the transparency of assignments, apply the new rubric to a variety of assignment types, and discuss ways to best use the rubric for both formative work with instructors and evaluative work with educational development interventions.

Audience: All POD Members
Topics: Assessment, Research, Teaching & Learning

Not Your Normal Poster Session

Patricia Payette, University of Louisville; Nicholas Yates, Zayed University

This unconference session invites you to spontaneously collaborate with other participants to identify, organize, and present a paper or digital poster on a hot topic in teaching and learning—all within the timeframe of the session. The trick is to define the topic, ground your ideas in the research, evidence, and personal best practices, and then come up with a creative way to share your ideas for advancing conversation on the topic. Participants will shape an approach to that topic that is poster-worthy, bringing together recommendations drawn from professional experience and/or the scholarship to support relevant findings and approaches. The session will conclude with a gallery walk (in person and digitally, using Padlet) so participants can both learn in the moment and return to the posters after the conference while also networking over shared interests with colleagues during and after the session. Collaboration, creativity and citations are all a must!

Audience: All POD Members
Topics: Faculty Professional Development, Programs
Roundtable Sessions 3:00 PM – 4:15 PM

Beckham 3:00 PM – 4:15 PM

**Beyond Attendance and Satisfaction: Exploring Strategies for Soliciting Effective Feedback**
*Geneva Stein, Princeton University; Christopher Chen, Princeton University*

With continuing pressures to gather efficacy data for teaching and learning center programming, the need for creating common assessment criteria and mechanisms—beyond attendance and satisfaction data—for center programming continues to grow. This roundtable will be seeded by our Center's process of creating a generalized programming feedback metric and the challenges and considerations we have experienced. Session participants will share their methods for designing and soliciting feedback, and troubleshoot shared concerns in developing effective assessment instruments. Example feedback questions and formats including different types of assessment technology, and how assessments can enhance cross-center and cross-campus collaborations will be discussed.

Audience: All POD Members
Topics: Assessment, Programs, Technology

Morrow 3:00 PM – 4:15 PM

**No Dirty Words! Rebranding "Accessibility" and "Universal Design for Learning"**
*Julie McElhany, Texas A&M University-Commerce; Felicity Grandjean, Texas A&M University-Commerce*

While the theoretical frameworks for accessibility and universal design for learning conjure hope, oftentimes the implementation evokes frustration, angst, and even failure. This session will capitalize on the World Cafe method for meaningful conversations on accessibility and universal design for learning to move beyond the historical struggles and focus on the promising future, especially with faculty development. The benefits for accessibility and universal design for learning are evident in the literature. Despite the persistent challenges and limitations, participants will probe deeply to reconnect to the original purpose to find present-day solutions.

Audience: All POD Members
Topics: Diversity, Faculty Professional Development
Building a Community of Assistant Directors
Jennifer Weaver, California Institute of Technology (Caltech); Sara Kacin, Wayne State University

Evidence suggests that building a community, such as one of assistant directors (and/or comparable positions) in educational development, may yield benefits (Cox, 2002); however, finding and meeting this group can be difficult. In this session, our goal is to build an inclusive community of supportive, resourceful assistant directors where we can discuss similarities, connections and differences and reflect on the unique challenges and opportunities assistant directors have in successfully contributing to their center and institution. It is our hope that participants will build connections and learn from each other's strategies, programming, successes and "failures" (a.k.a. learning moments).

Audiences: New/Recent Educational Developers (5 years or less), Administrators
Topics: POD Professional Development, Administration, Organizational Development

Fostering Student Involvement in Centers for Teaching and Learning
Toni Weiss, Tulane University

We, as faculty developers, can lose sight of the fact that our actual "customers" are the students – improving and deepening their learning and engagement. Thus, the programs and services provided at teaching centers are almost always faculty focused. Why? What is stopping us from creating a more collaborative space where faculty and students work together to improve the experience for both the instructor and the learner and where the roles and the lines between the two become flipped and blurred? During this conversation we will explore these questions and strategize ways to change the paradigm.

Audiences: All POD Members, New/Recent Educational Developers (5 years or less)
Topics: Programs, Teaching & Learning, Research
Research Sessions 3:00 PM – 4:15 PM

Taylor
3:00 PM – 3:35 PM

35-Minute Research Session A

Understanding Chinese International Student Experiences in United States Higher Education
Tanya Willard, Miami University of Ohio

Chinese international students now make up nearly 30% of college students in the United States. Despite these growing numbers, many institutions continue to use deficit-based approaches when considering their needs, and position them as somehow deficient. In this session, participants will learn about the experiences of Chinese international students in United States college classrooms, and specifically how they are successful despite the oppression they frequently face.

Audiences: Faculty, Administrators
Topics: Diversity, Research, Teaching & Learning

Taylor
3:40 PM – 4:15 PM

35-Minute Research Session B

Transforming Faculty Development in the 21st Century Liberal Arts College
Vicki Baker, Albion College; Meghan Pifer, Widener University; Laura Lunsford, University of Arizona

This session presents research to inform institutional efforts to close the gap on scholarship about the conditions, development, and needs of faculty members in liberal arts colleges. We propose a Learn, Engage, Assess, Develop (LEAD) model to transform how we think about faculty development. We present results from the Initiative for Faculty Development in Liberal Arts Colleges (IFDLAC) study as we seek to support faculty development in LACs through the cultivation of relationships between, and the alignment of practices across, faculty and administrators towards an understanding of faculty work across career stages and appointment types.

Audiences: Faculty, Small Colleges and Universities
Topics: Faculty Professional Development, Professional Development, Organizational Development

Wilson
3:00 PM – 3:35 PM

35-Minute Research Session A

Transformative Peer-to-Peer Learning: Evidence from a Discourse Analysis
Michelle Repice, Washington University in St. Louis

This session will present results from a study utilizing discourse analysis to reveal common challenges and best practices in peer instruction from the perspective of first-time peer facilitators. Discussion will include a summary of advice peer leaders pass on to
future facilitators through a collaborative annual book. Thus, our analysis reflects on transformative-learning relationships in real-time and across cohorts of peer leaders as they connect through past books to provide advice and support. Lessons from this peer-to-peer community of practice may provide new insight for faculty working to foster opportunities for students to learn from one another.

Audiences: All POD Members, Faculty
Topics: Research, Teaching & Learning

**Wilson**
3:40 PM – 4:15 PM

**Comparing FLCs in the U.S. with CoPs in Hong Kong**
*Milton Cox, Miami University of Ohio*

This research project involved designing and implementing communities of practice (CoPs) at a university in Hong Kong by engaging the U.S. faculty learning community (FLC) model. The major FLC assessment project (Beach and Cox, 2009) that reported FLC members’ development, changes in attitude, and impact on student learning was repeated for Hong Kong CoPs using the same survey instrument, and the outcomes were compared. Details and resulting Hong Kong CoP SoTL conference presentations and published papers will be shared. This project has implications for educational development, student learning, and SoTL development with respect to international aspects of higher education.

Audiences: All POD Members, Seasoned Educational Developers
Topics: Research, SoTL, POD Professional Development

**Excursion**
3:00 PM – 5:00 PM

**Downtown Arts Excursion — Kentucky Museum of Art and Craft, and 21C Museum**
Depart from Rivue Tower Lobby at 2:45
Interactive Sessions 4:30 PM – 5:45 PM

**Breathitt 4:30 PM – 5:45 PM**

**Case Studies, Campus Safety, and a Culture of Communication**

*Vivian Elder, Ozarks Technical Community College; Marcia Wheeler, Ozarks Technical Community College; Steven Bishop, Ozarks Technical Community College*

During the 2014-15 academic year, the staff responsible for professional development at Ozarks Technical Community College left their comfort zone and attempted a new type of training activity. In true POD fashion, we used a forum originally intended to provide full-time faculty with training on one topic as a means to do some "stealth faculty development" and achieve some goals of our own. The success of the initial activity gave us the confidence to repeat the session with our adjunct faculty and with staff across the College. The development and implementation of this event built deep connections across our institution.

Audience: All POD Members
Topics: Faculty Professional Development, Adjunct Professional Development

**Carroll Ford 4:30 PM – 5:45 PM**

**Consciously Uneasy: Four Tensions Encountered Enacting Critical/Democratic Pedagogy**

*Sarah Hurtado, Indiana University Bloomington; Polly Graham, Indiana University Bloomington; Tom Nelson Laird, Indiana University Bloomington; Kristen Hengtgen, Indiana University Bloomington*

This session invites participants into a conversation about enacting a critical/democratic pedagogy, focusing on four tensions: power, practicalities, passivity, and pushback. Through narrative, reflection, and discussion, participants will grapple with the diagnosed tensions, share ideas, and identify possible ways forward. Together, we hope to critically examine our current practices and challenge ourselves to disperse responsibility for teaching and learning.

Audiences: Faculty, All POD Members
Topics: Teaching & Learning, Diversity

**Clements 4:30 PM – 5:45 PM**

**Using Social Network Analysis to Assess Organizational Development Initiatives**

*Stephanie Richter, Northern Illinois University*

Many Faculty Development centers engage in far-reaching organizational development initiatives within their institutions. These initiatives are incredibly valuable but difficult to assess using
traditional methods. Social network analysis (SNA) is a powerful visualization and statistical technique that has multiple applications in researching and assessing organizational development. In this session, learn how SNA was used at one institution to investigate the formation of community regarding online course quality standards as well as to analyze organizational structure for strategic planning. While this session focuses on organizational uses, examples will also be shared of applications for teaching and research.

Audiences: All POD Members, Seasoned Educational Developers
Topics: Organizational Development, Assessment, Research

Teaching to Transform: Practical Teaching Strategies that Foster Critical Thinking
Thomasena Shaw, Bridgewater State University; Melissa (Nikki) Freeburg, Bridgewater State University

Critical thinking is a necessary component of a vibrant democracy, one of the core competencies all citizens need to participate in society. Developing critical thinking skills in the classroom helps students “learn how to learn” and serve lifelong needs of their work, personal, and civic lives. This interactive session shares insights from a signature teacher-scholar institute that transformed instructors' ability to foster critical thinking and lasting learning among students. Strategies that foster critical thinking, reflective reading and writing, and self-directed learning will be presented via immersive hands-on activities, and participants will apply these skills to their own classes/programs.

Audiences: Faculty, All POD Members
Topics: Teaching & Learning, SoTL, Faculty Professional Development

Using a Nudge to Transform Teaching and Deepen Student Learning
Steven Hansen, Duquesne University

Nudge theory recognizes that people sometimes choose and behave irrationally. Academe is not immune. In this workshop, participants will explore faculty and student choices that hinder deep learning and apply nudge theory to promote better learning practices. Nudges (small interventions) are a form of choice architecture “that alters people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives” (Thaler & Sunstein). Participants will move around the room exploring images and examples of nudges that influence better choices and actions.
and will creatively strategize similar interventions for faculty and students to promote deeper learning practices.

Audiences: All POD Members, Faculty
Topics: POD Professional Development, Faculty Professional Development, Teaching & Learning

**French**

4:30 PM – 5:45 PM

**Scholarly Writing Groups Enhance Productivity and Writing Quality**  
*Tara Gray, New Mexico State University; Michelle Jackson, New Mexico State University*

Faculty and graduate students work under increasing pressure to publish. Fortunately, educational developers can help without a big budget, a lot of time, or specially trained staff. Participants will learn a method for motivating scholars to write daily, a method for forming writing groups, and two methods for giving feedback in those groups. Each of the feedback methods will be modeled by applying it to a writing sample. Participants will leave with a road map for enhancing scholarly productivity and writing quality.

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

**Jones**

4:30 PM – 5:45 PM

**Learning Assessment Modules for Everyone! An Interactive Professional Development Resource**  
*Victoria Wallace, MGH Institute of Health Professions; Jennifer Herman, Simmons College; Christopher Cratsley, Fitchburg State University; Linda Bruenjes, Suffolk University*

Seven New England colleges collaborated to establish the Learning Assessment Research Consortium and create a set of online modules on assessment. The interactive professional development modules can benefit multiple institutional roles at various structural levels (institution, program, course). This interactive session will describe how the consortium was formed, demonstrate what the assessment modules include, discuss pilot feedback, and share various ways this free resource can be utilized. Participants will be invited to experience a module in a facilitated workshop format and brainstorm ways the set of assessment modules can be launched at their campus in an online or in-person format.

Audiences: All POD Members, Small Colleges and Universities
Topics: Assessment, Faculty Professional Development, Teaching & Learning
Fostering Deep Learning in Faculty by Enhancing Critical Thinking in Community College Students
Susanna Calkins, Northwestern University; Denise Drane, Northwestern University

Promoting critical thinking in college students is widely regarded by faculty to be a challenging endeavor, perhaps even more so in a community college setting. Limited resources, underprepared students, lack of time, and ability to develop appropriate activities are often cited as barriers. In this interactive session, we will highlight methods and strategies that we used to foster deep cultures of learning among STEM faculty—and, in turn, deep learning in their students—in two community college settings. Using case studies and assessment data, participants will examine the effectiveness of different critical thinking activities from several STEM disciplines.

Audiences: Community Colleges, All POD Members
Topics: Faculty Professional Development, Assessment, Teaching & Learning

Measuring the Impacts of Mindfulness Practices in the Classroom
Kelsey Bitting, Northeastern University; Michael Sweet, Northeastern University

Mindfulness practices encourage nonjudgmental awareness of the present moment. A growing body of neuroscience and other research on mindfulness suggests an array of benefits relevant to higher education—individual benefits like increased attention and creativity as well as communal benefits like the promise of more inclusive environments by supporting students more fully. Much of this research is laboratory-based, but some uses assessment methodologies that translate to course contexts. This session will examine research on mindfulness outcomes relevant to higher education with an emphasis on measurement, and participants will collaboratively design a protocol to assess the impacts of classroom mindfulness practices.

Audience: All POD Members
Topics: Assessment, SoTL, Teaching & Learning
Segell
4:30 PM – 5:45 PM
Disciplinary TA Development: Partnerships between Centers and Departments
Carol Subiño Sullivan, Georgia Institute of Technology; Emily Alicea-Muñoz, Georgia Institute of Technology

In this session, participants will brainstorm how to design a discipline-based TA development program. We will share planning tools and lessons learned when creating this type of program based on our experience with the TA development course in Physics, which we have refined over a three-year period. Furthermore, participants will consider the types of relationships they might cultivate in order to navigate the challenges of developing programming for radically different disciplines, using our experience with a partnership between a staff member from a center for teaching and learning and a graduate student "Super-TA" from Physics as an example.

Audiences: Graduate Teaching Assistants or Those Supporting this Population, All POD Members
Topics: Graduate Student Professional Development, Start-Up

Stopher
4:30 PM – 5:45 PM
SCOTs Transform Connections between Teachers and Learners to Deepen Learning
Trevor Morris, Utah Valley University; Ursula Sorensen, Utah Valley University; Susan Eliason, Brigham Young University; Laura McAllister, Utah Valley University; Gary Tsuchimochi, Teikyo University

As a means of deepening student learning, consider starting a "students as partners" program often known as a student consultant on teaching (SCOT) program. This session will allow you to (1) learn about a program at three institutions that systematically utilizes student partnerships, and (2) explore how this can transform your institution by offering such a program. This type of program can complement Student Evaluations of Teaching (SETs) and peer observations.

Audiences: All POD Members, Faculty
Topics: Faculty Professional Development, Teaching & Learning
Roundtable Sessions 4:30 PM – 5:45 PM

Beckham
4:30 PM – 5:45 PM

How Can We Create Connections with Seemingly "Unconnectable" Departments?
Larkin Hood, The Pennsylvania State University

Is there a particular academic unit on your campus that your center wishes to connect with, but does not? This problem is a perennial one for faculty developers, and we are always looking for new ways to connect with seemingly "unconnectable" units. This roundtable offers a case study of our center’s experiences of fostering collaboration with an unconnected department (Mathematics). By the end of the roundtable session, participants will reflect on their own assumptions and experiences, identify the values of the units they wish to connect with, and identify skills they can leverage in order to connect with these units.

Audience: All POD Members
Topic: POD Professional Development

Brown
4:30 PM – 5:45 PM

Consultation Practices to Engage Instructional Communities in Organizational Change
Wayne Jacobson, University of Iowa; Karen Freisem, University of Washington

Educational developers commonly interact with groups in multiple ways, including teaching in workshop settings, facilitating meetings, and collecting group feedback, all of which require effective consultation skills on the part of the developer. However, even in these group settings, the unit of change is often not the group itself, but individuals within the group responding independently to the questions or issues that are raised. This discussion will focus on consulting strategies to facilitate educational development when the client is a department or college which has questions about collective practices of the entire community and a goal of fostering community-wide change.

Audience: All POD Members
Topics: Organizational Development, POD Professional Development

Willis
4:30 PM – 5:45 PM

Building Digital Community: Technologies Transform, Extend, and Sustain Faculty Networks
Jen Almjeld, James Madison University

Research suggests that feeling part of a community is a major motivator for faculty participation in teaching and learning events
(Wergin, 2001). This roundtable explores ways just-in-time (Dede, 1996) and user-centered technologies might build and extend virtual communities of scholarship on local campuses. Specifically, the presentation considers a variety of digital sites and applications commonly used for extending affinity groups along with data from a summer pilot project involving a technology intervention to sustain community created at a three-day intensive writing retreat.

Roundtable participants will generate examples of successful technology adoptions as well as challenges facing centers.

Audiences: Seasoned Educational Developers, New/Recent Educational Developers (5 years or less)
Topics: Faculty Professional Development, Technology

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**Research Sessions 4:30 PM – 5:45 PM**

**Taylor**

4:30 PM – 5:05 PM

**Analyzing Teaching Statements in the Context of a Graduate Teaching Development Program**

*Nancy Ruggeri, Northwestern University; Rachel Baiduc, Northwestern University; Lauren Woods, Northwestern University*

In the context of a year-long teaching development program for doctoral students and postdoctoral fellows consisting of workshops, seminars, and group discussions, participants draft a teaching statement. We present an analysis of statements from six case studies in conjunction with pre- and post-program survey responses. Six themes emerged from the statements: instructor and discipline attributes, inclusivity, teaching methods and feedback, classroom environment, real-world applicability, and facilitating learning.

Audiences: Graduate Student Professional Development, Research, Assessment, All POD Members
Topics: Graduate Student Professional Development, Assessment, Research

**Taylor**

5:10 PM – 5:45 PM

**Digging Deep: Transforming Teaching by Uncovering New Faculty Teaching Beliefs**

*Beth White, Oak Ridge Associated Universities*

Recent demands for accountability and focus on retention in academia bring teaching at the tertiary level into focus, resulting in many educational development opportunities focused on practical strategies for immediate implementation. Quantitative inquiry identifying gaps related to confidence or skill set supports this content. Yet literature related to new faculty adjustment to teaching continues to indicate identified frustrations related to teaching
despite increased availability of training at the graduate level and through educational development centers. This research examines preparedness to teach by taking an interpretive qualitative approach to the beliefs that underlie the practice, filling an identified gap in literature.

Audiences: New/Recent Educational Developers (5 years or less), Seasoned Educational Developers, Graduate Teaching Assistants or Those Supporting this Population
Topics: Teaching & Learning, Graduate Student Professional Development, Research

Wilson
4:30 PM – 5:05 PM
35-Minute Research Session A

Workshop Evaluations that Inform and Transform
Parth Panchmatia, Purdue University; Karen Neubauer, Purdue University

Workshops are a staple of many instructional development programs, and participant feedback, often tied to session learning outcomes, is frequently used to evaluate their effectiveness. But, the right instrument can capture more than a snapshot of a single workshop. It can transform our practices. We report on the pilot study of a survey administered over two semesters of a professional development series targeted to graduate teaching assistants. The instrument collected feedback from attendees over time to highlight their: 1) motivation for and persistence in attendance; 2) engagement and relatedness with facilitators, peers, and content; and 3) perceived knowledge transfer.

Audiences: Graduate Teaching Assistants or Those Supporting this Population, All POD Members
Topics: Graduate Student Professional Development, Research, Assessment

Wilson
5:10 PM – 5:45 PM
35-Minute Research Session B

Eight Strategies for Enhancing Professional Teaching Communities and Ongoing Consultations
Judy Nguyen, Harvard University; Andrew Phuong, Harvard University; Dena Marie, University of California, Berkeley

This session presents eight research-based strategies that have helped instructors in learning communities and ongoing consultations sustain more equity-oriented philosophies and practices. Since 2010, we have applied design-based action research methodologies and mixed methods to formulate, evaluate, and refine these strategies. These approaches have helped instructors design, rehearse, reflect upon, and revise their philosophies and toolkits for effective instruction (e.g., digital and active learning). Findings reveal how these strategies motivated
instructors to voluntarily attend the learning community, reduce deficit thinking, be more receptive to feedback, improve a growth mindset toward teaching, adjust instruction based on data, and sustain equity-oriented practices.

Audiences: All POD Members, Graduate Teaching Assistants or Those Supporting this Population, Faculty
Topics: Teaching & Learning, Graduate Student Professional Development, Faculty Professional Development

6:00 PM  Dinner on Your Own

**Excursion**
6:30 PM – 9:00 PM  **Spirit of Jefferson Dinner Cruise**
Depart from Rivue Tower Lobby at 6:15 PM
### Sunday, November 13

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>6:00 AM – 7:00 AM</td>
<td>Yoga, Terrace</td>
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<td>7:00 AM – 7:45 AM</td>
<td>Meditation, Fields</td>
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<tr>
<td>7:00 AM – 8:00 AM</td>
<td>Running/Walking, Rivue Tower Lobby</td>
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<tr>
<td>7:00 AM – 8:30 AM</td>
<td>Conference Breakfast, Ballroom C</td>
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#### Anchor Session

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<th>Time</th>
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<tr>
<td>Grand Ballroom A/B</td>
<td>Teaching across Cultural Strengths in Transformative Relationships</td>
</tr>
<tr>
<td>8:45 AM – 10:15 AM</td>
<td>Alicia Chávez, University of New Mexico; Susan Longerbeam, University of Louisville</td>
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Teaching effectively across cultures is a daily challenge and opportunity for faculty. Today’s students increasingly reflect culturally diverse populations with domestic and international Latino, Native, Caucasian European, Asian, African, and Middle Eastern students and for faculty this can be a pedagogical challenge to negotiate. This interactive session will introduce a model of Cultural Frameworks of Teaching and Learning and will include interactive and introspective activities to work in transformative relationship with self, colleagues, and students to reflect on how personal cultural norms, values, assumptions, and beliefs play in college courses and develop a greater balance of teaching across cultural strengths.

**Audiences:** All POD Members, Faculty  
**Topics:** Teaching & Learning, Faculty Professional Development, Diversity

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<th>Time</th>
<th>Activity</th>
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<tr>
<td>Excursion</td>
<td>Baseball and Bourbon</td>
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<tr>
<td>11:00 AM – 2:30 PM</td>
<td>Depart from the Rivue Tower Lobby</td>
</tr>
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</table>

We look forward to seeing you in Montreal, Quebec in 2017 for the 42nd POD Network Conference!
POD Network 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.

Kevin Barry, POD Network President

Hoag Holmgren, POD Network Executive Director

Our thanks go out to:

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Carl S. Moore, University of the District of Columbia
Carol Subiño Sullivan, Georgia Institute of Technology

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Michael Sweet, Northeastern University

**Roundtable Sessions**
Lisa Kurz, Indiana University Bloomington
Steven Jones, Georgia College & State University
Poster Sessions
Bill Rando, University of Chicago
Kathy Jackson, Pennsylvania State University

POD Unconference Sessions
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Diane Boyd, Auburn University
Nicholas Yates, Zayed University

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Jody Horn, University of Central Oklahoma
Stephanie Rohdieck, The Ohio State University

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The 2017 Organizational Development Institute invites leaders responsible for faculty, instructional, and organizational development programs to take up the challenge of examining the good that our programs are doing, and for whom. During this day-long workshop, participants will learn a scholarly framework for assessment and use it to design an assessment plan for a program at their own institutions.

Faculty, instructional, and organizational development programs can be challenging to assess, especially when we pursue complex outcomes such as transforming pedagogies, critically examining courses and curriculum, or developing skills for engaging with diversity. Particularly when our work intersects with issues of identity, inclusion, power, and privilege, we can find it difficult even to know where to start, knowing that any attempt to assess an initiative is bound to tell only part of the story and leave us wondering who or what got left out.

These challenges are genuine, and pose real obstacles to effective, meaningful assessment of this work. And yet, without assessment, our basis for judging program quality will be limited to little more than our personal observations and confidence in our good intentions. We need to plan for assessment with the same commitments, tools, and frameworks for inquiry that scholars bring to challenging questions.

The Organizational Development Institute applies these defining characteristics to the task of engaging in assessment in scholarly ways and provides four distinct entry points for systematically assessing programs with scholarly rigor, inclusiveness, and integrity. With ample opportunities for feedback, institute participants will be guided through the development of an action plan for critically assessing the quality and inclusiveness of either an existing or proposed program at their institution.

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