POD Network Conference 2018 Program

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Welcome to the POD Network Conference for 2018

Welcome to the 43rd 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, **Leading in Times of Change**. 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. The Guidebook app is the best way to plan and navigate your conference experience. The conference program is organized by day under the "Conference Schedule" link, but sessions are also grouped by topic, type, intended audience as well as SIG/Committee theme under the respective menu links. Select the sessions you are interested in attending: these will then appear under the "My Schedule" link of the app. Use the Conference Information link to find information about the conference such as inclusivity and accessibility measures, POD sponsored sessions, POD U, the Career Fair, the Resource Fair, wellness activities and excursions. You'll also find information about awards, POD-sponsored sessions, and information about the hotel, including wifi log-in and floor maps. Use the following link to [download the POD Network 2018 Conference on Guidebook](#) to your cell phone or tablet. Guidebook also provides a [web version of the guide](#).

2. **Committee/SIG themes** are a new way of searching the conference program this year! In the past, committees and SIGs compiled handouts/pdfs of sessions related to the concerns of their group. This year the handouts are replaced by designations which are searchable through the "Sessions by SIG/Committee Theme" track on Guidebook. Please note that these designations do **not** mean that the sessions are sponsored by the SIG/Committee.

3. **José Antonio Bowen** delivers our first plenary session on Friday, November 16 at 10:30am, entitled "Nudges, the Learning Economy, and a New 3Rs: Redesigning for Student Relationships, Resilience, and Reflection." ACUE is sponsoring this plenary session.

4. The **Networking Luncheon** on Saturday, November 17th, 12:00-1:15 pm, will introduce a new format to allow for POD Committees, SIGS, and special interest groups to host a table. We encourage all to attend and seek ways to connect to other POD members with like interests. This luncheon begins with a presentation from the current POD President providing a current overview of the progress within the POD Network Committee and SIG governance structures.

5. In Sunday's **Anchor Session** (November 18th, 8:30-10:00 AM), Francine Glazer and Noreen O'Brien wrap up our conference with their presentation titled "Stone Soup: Leading Institutional Change by Over-Determining Success." This interactive session will encourage participants to identify a change initiative at their own institutions and examine it through three lenses: the individual, varied social groups at the institution, and institutional policy. Creating a plan that addresses both motivation and ability at each level increases the likelihood of long-term success.

6. Two 35-minute **research presentations** are paired in each 75-minute research time slot.

7. **POD Unconference (POD-U)** again offers 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.

8. Free **wireless internet access** (wiFi) is available in all guest rooms *and* in all conference spaces—including meeting rooms—for conference attendees.
Login information: Select the "HILTON Meeting Room" network; Passcode: *podnetwork18*.

9. Whether you are wanting to feel grounded, ready to party and/or get fit the conference provides **opportunities for connecting and unwinding**:
   ● Friday night after the banquet, join colleagues for a local Beer and Wine Tasting from 8:30-9:30 in the Captain Gray Ballroom (Duniway), or head straight to the POD Dance and Karaoke Party from 8:30 PM – Midnight in the Atrium Ballroom (Conference Hotel).
   ● Certified yoga instructors Julie Maxson, Kate Willink, Cecile Yancu will lead Wednesday 5:30-6:30 PM and Friday and Saturday early morning yoga sessions.
   ● Bart Everson will lead morning meditation sessions on Thursday, Friday and Saturday mornings, 7:00-7:45 AM.
   ● POD Network members Greg Siering and Katherine Williams will lead running groups, and Janet Kaplan Bucciarelli will lead walking groups on Friday and Saturday morning, 7:00-7:30 AM.

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!

Cassandra Volpe Horii, POD Network President

Steven Hansen, Conference Co-chair
Carol Subiño Sullivan, Conference Co-chair
Paul Gebb, Program Co-chair
Antonia Levy, Program Co-chair
Hoag Holmgren, POD Network Executive Director

POD Network Executive and Core Committees

President (2018-2019)
Cassandra Volpe Horii, Director
Center for Teaching, Learning, and Outreach
California Institute of Technology

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

President Elect
Angela Linse, Executive Director & Associate Dean
Schreyer Institute for Teaching Excellence
Penn State University

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

Executive Director

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

Core Committee Members

Isis Artze-Vega (2018-2021)
Assistant Vice President, Teaching & Learning
Florida International University

Dorothe Bach (2017-2020)
Associate Director and Associate Professor
Center for Teaching Excellence
University of Virginia

Gabriele Bauer (2017-2020)
Director of Villanova Institute for Teaching and Learning
Villanova University

Lindsay Bernhagen (2016-2019)
Director, Center for Inclusive Teaching and Learning
University of Wisconsin-Stevens Point

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

Jonathan Iuzzini (2017-2020)
Associate Director of Teaching & Learning
Achieving the Dream

Kathryn Linder (2017-2020)
Research Director, Ecampus
Oregon State University

Carl Moore (2017-2020)
Associate Professor, Research Academy for Integrated Learning
University of the District of Columbia

Robin Pappa (2018-2021)
Instructional Innovation Program Manager, Information Services
Oregon State University

Christine Rener (2018-2021)
Director, Robert and Mary Pew Faculty Teaching and Learning Center and Associate Professor
Grand Valley State University

Sandra Sgoutas-Emch (2018-2021)
Director, Center for Educational Excellence and Professor
University of San Diego

Greg Siering (2018-2021)
Director, Center for Innovative Teaching and Learning
Indiana University Bloomington

Richard Swan (2016-2019)
Associate Director, Center for Teaching & Learning
Brigham Young University

POD Network Mission Statement

The mission of the Professional and Organizational Development Network in Higher Education
(POD Network) is to provide a community for scholars and practitioners who advance teaching
and learning through faculty and organizational development.

See [POD Network's mission, goals, values, and strategic plan](), as well as our [ethical guidelines]().

Conference Sponsors

The POD Network thanks these sponsors for supporting our work at the 2018 conference.

1. Gold Level Sponsors

[Association of College and University Educators](#)

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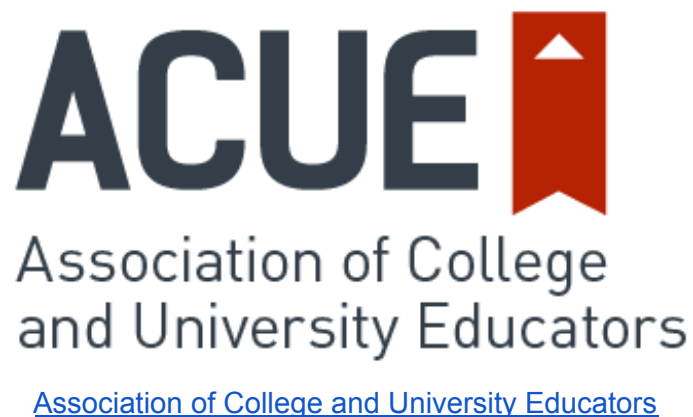
[Lumina Foundation](#)

2. Bronze Level Sponsors

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Plenary Session

2018 Keynote Speaker: Dr. José Bowen

Nudges, the Learning Economy, and a New 3Rs: Redesigning for Student Relationships, Resilience, and Reflection

José Antonio Bowen is President of Goucher College. Bowen has won teaching awards at Stanford, Georgetown, Miami and Southern Methodist University where he was Dean of the Meadows School of the Arts. He has written over 100 scholarly articles, edited the Cambridge Companion to Conducting (2003), is an editor of the 6-CD set, Jazz: The Smithsonian Anthology (2011), and has appeared as a musician with Stan Getz, Bobby McFerrin, and others. He has written a symphony (nominated for the Pulitzer Prize), music for Hubert Laws and Jerry Garcia, and is the author of Teaching Naked: How Moving Technology out of your College Classroom will Improve Student Learning (Jossey-Bass, 2012) which was the winner of the Ness Award for Best Book on Higher Education from the American Association of Colleges and Universities. He is also a Founding Board Member of the National Recording Preservation Board for the Library of Congress and a Fellow of the Royal Society of Arts (FRSA) in England. Stanford honored him as a Distinguished Alumni Scholar in 2010 and he will be awarded the Ernest L. Boyer Award (for significant contributions to American higher education) from the New American Colleges and Universities in January 2018. See his blog at teachingnaked.com or follow him on Twitter @josebowen.

Prior to his keynote address, Dr. Bowen encourages you to watch this video as a demonstration of some of the concepts and pedagogy of Teaching Naked.

Sponsored by American Council on Education (ACE).

Session Formats / Types

- **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 15. 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 14 and conclude the morning of Thursday, November 15.

- **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 Network 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 Atrium Ballroom. Poster displays will remain during the Resource Fair and accompanying reception.

Special Sessions: POD-Sponsored Professional Development Sessions and Sunday Anchor

In addition to the sessions described above, the POD Network conference includes POD-sponsored professional development sessions as well as an anchor session to close the conference.

POD-sponsored professional development sessions are sponsored and submitted by members of various POD Network committees, then reviewed and vetted by POD Network's Core Committee.

The Conference Committee chooses the anchor session; a session that has particular importance to the conference theme and the POD Network membership.

See the conference schedule for more details about these sessions.

POD Network Session Tracks: Topics, Audiences, and SIG/Committee Themes

In Guidebook, sessions are sorted by these three types of tracks to make it easier for conference participants to identify sessions of interest to them.

Topics

Sessions are identified by one to three topics from the list below.

- **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:** Draws on diversity and inclusion evidence-based research for the central framework of the session and/or is focused primarily on addressing under-represented or minority populations on campus, in the classroom, or 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 the POD Network (e.g. Center staff, technologists, etc.).
- **Programs:** Organization, implementation, practices, theories, techniques related to programs and services (in centers and other units).
- **Research:** Systematic, generalizable investigations into clearly defined questions, employing accepted methods for data collection and analysis (designate other topics to indicate the subject of research - e.g., teaching & learning, programs, Faculty PD).
- **SoTL:** Practice of, results of, and programs supporting Scholarship of Teaching and Learning.
- **Start-up:** Practices, processes, and organizational ideas related to establishment and growth of centers, programs, or other projects.
- **STEM**: Practices, processes, theories, or techniques related to the support of teaching and learning in Science, Technology, Engineering, and Mathematics disciplines.
- **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.

Audiences

Sessions are also identified by one or two audience(s) or population(s) likely to benefit from or have an interest in the session. Audience selections are indicated below.

- Administrators
- All POD Members
- Community Colleges
- Faculty (conference attendees who are faculty and also part-time developers)
- Graduate Students and Postdocs or Those Supporting This Population
- 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

SIG/Committee Themes

Some sessions are identified by a SIG/Committee Theme. Typically, these are sessions related to the concerns of the Committee or SIG. In the past Committees and SIGs compiled handouts/pdfs of sessions related to the concerns of their group. This year the handouts are replaced by these designations which are searchable through the "Sessions by SIG/Committee Theme" track on Guidebook.
*Please note that these designations do **not** mean that the sessions are sponsored by the SIG/Committee.*

- Adjunct/Part-time Faculty SIG
- Diversity Committee
- Digital Resources and Innovations Committee (DRI)
- Graduate Student, Professional Student, & Postdoctoral Scholar Development SIG
- Healthcare Educational Development SIG
- Mindfulness and Contemplative Pedagogy SIG
- Professional Development Committee
- Scholarship Committee
- Small Colleges SIG
- SoTL SIG
- STEM SIG
- Teaching with Technology SIG

POD Unconference (POD-U)

Increasing in popularity each year, the POD "unconference" (POD-U) 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.

This year we are pleased to include 5 POD-U sessions in the program. Use the POD U track in Guidebook to identify these sessions.

Birds of a Feather (BoF) Sessions

Friday, November 16 from 7:30–8:45 am (various rooms, for details see the program below)

Birds of a Feather (BoFs) sessions are informal conversations designed to foster relationships between experienced educational 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 BoF session is facilitated by an experienced educational developer with expertise in a particular topic. 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.

POD Networking Lunch

Saturday, November 17th from 12:00-1:15 pm in Grand Ballroom I and II

Join us for a new lunch experience at the POD Network Conference- the POD Networking Lunch. The Networking Lunch is a place where you can engage in a more structured and intentional opportunity to connect with colleagues at the conference. The organizers will feature over 25 networking tables, 10-12 networking topics, instructions for starting up a network with POD colleagues, and ideas for sustaining your new network after the conference.
Organizers: Derisa Grant, Carol Hurney, Janel Seeley

Career Fair

Friday, November 16 from 9-10.15am, Captain Grey Ballroom at the Duniway Hotel (across the street from the conference hotel)

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 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 Network members. Potential employers can use this time to plan a subsequent formal interview during or after the conference.

Resource Fair and Reception

Friday, November 16 from 5.15-6.45 pm in Pavilion East and West

The Resource Fair features tables only from college- and university-affiliated programs, POD Network Committees and SIGs, and from non-profit organizations. This venue provides an opportunity to socialize while displaying and distributing information that showcase your programs, activities, resources, services, and learn more about volunteer opportunities with POD committees and SIGs. Materials and services may NOT be offered for sale or promoted for sale during the Resource Fair.

Vendor Exhibits and Vendor-Sponsored Sessions

The Vendor Exhibit features tables from commercial enterprises, publishers and consultants. The Vendor Exhibit will be held on Thursday, Friday, and Saturday excluding times designated for the plenary session.

In 2009, the POD Network Core Committee approved the introduction of increased corporate sponsorship to avoid passing escalating conference costs onto POD Network attendees. Vendors who sponsor the POD Network 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 Network communities.

This year's Vendor-Sponsored Sessions are presented by the Association of College and University Educators (ACUE), American Council on Education (ACE), Lilly Conferences, campuslabs, Magna Publications & APLnextEd, and FLIPit. See the "Vendor Session" track under "Sessions by Type" on Guidebook for more details.

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.

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. All sessions will be held in Skyline II and Skyline III, 23rd floor. Prepare for breathtaking views.

Cecile Yancu will lead Flow Yoga on Wednesday afternoon from 5:30-6:30 pm (Skyline III). Cecile is a certified Yoga, Barre & Pilates instructor who has been teaching for 11 years. The flow class is an all-level class that includes Sun Salutations. Emphasis is on movement, alignment, and breathing. The class will move at a moderate pace with one pose flowing with breathe to the next and ending with a guided meditation.

Kate Willink will lead Gentle yoga on Friday morning from 6-7am (Skyline II). Kate is a 200 hr. certified yoga teacher who loves restorative and gentle yoga as a way to support the parasympathetic nervous system, reduce stress, and amplify union of body, mind, heart, and spirit. Gentle yoga is accessible to all practitioners—new and experienced—and emphasizes breath, longer holds, slow, heart-opening movement, and going at your own pace.

Julie Maxson will lead yoga on Saturday morning from 6-7am (Skyline II). Julie is a relatively new yoga instructor, happy to share her newly-minted certification with the people of POD. This all-levels class will begin with some awakening breath practice, and move into sun salutations. With a focus on opening hips and the front body, we will counteract the effects of sitting too long. All bodies welcome!

Morning Meditation

Start your day with a silent, seated meditation that will help you focus for a mindful and engaged conference experience—especially appropriate for those exploring contemplative practices and pedagogies. Instruction will be provided. This session is suitable for beginning as well as experienced meditators. We'll be using interval bells; stay for the full duration or a shorter segment. Participants may sit in a chair or on a cushion. If you have a meditation cushion, please bring it!

Bart Everson will lead morning meditation sessions on Thursday, Friday and Saturday mornings, 7-7:45 am in Skyline IV, 23rd floor. Prepare for breathtaking views.

Running and Walking Groups

Whether you are a distance runner or just love the runner's high, the POD Network's annual conference has you covered. Running Captains, Greg Siering and Kate Williams will be leading 2 mile, 3.5 mile, and up to 5 mile runs from Thursday-Sunday of the conference. We encourage all paces to come out. Please arrive in the Lobby 10 minutes early to ensure an on-time departure. *Click here for group running schedule and routes.

For those of you who wish to take life a bit slower, Walking Captain Janet Kaplan Bucciarelli will be your guide. Walking groups will leave the conference hotel at 7am Friday and Saturday. As with running, please arrive in the Lobby 10 minutes early to ensure an on-time departure.

As a precautionary note: It could be very rainy in mid-November in Portland. You will want a rain jacket with a hood or hat, wool socks, water-worthy shoes, and a small umbrella!

If you would prefer to run on your own or go for a walk instead, see below for some maps of the local area with suggested routes. We encourage people to partner up for both companionship and safety.

1 Mile Run
Up to the "park blocks" and along a kind of esplanade, past the art museum, history museum, some statues/fountains, up to Portland State University, and then back. (A pretty walk with many large trees.)

1.4 Mile Run
Portland Waterfront - Down to waterfront, walk along waterfront about half mile, back up to Broadway, Broadway back to Hilton. *Can easily make it shorter or longer by turning around earlier/later on waterfront segment.*

1.4 Mile Run
Up to Providence Park Soccer Stadium (Portland is Soccer City, USA!), past Lincoln High, and back. *Slight uphill going to stadium, downhill on the return.*

2.2 Mile Run
Good stretch of waterfront, plus go by Central Library, Powell's (famous bookstore), Jewish Museum, a bit through Chinatown, past Voodoo Donuts and Oldtown.

3.4 Mile Run
Down to waterfront, across Steel Bridge, walk along east side of riverfront, across Hawthorne Bridge, take Main St back to 6th and back to Hilton. *Make it shorter by just walking across Steel Bridge and back rather than going all the way around the loop.*

Conference Inclusion and Accessibility Measures

In consultation with the POD Diversity Committee, the conference supports a number of inclusion and accessibility measures in order to provide all participants with as equitable an experience as possible:

- Conference Session Recommendations
- Microphones
- Name Badges
- Gender Inclusive Restrooms
- Nursing/Lactation Room
- Quiet Room
- Inclusion Coordinator

Conference Session Recommendations

A [handout with recommendations for presenters](#) is updated each year by the Inclusion Coordinator(s) and distributed to all conference presenters. Following these recommendations will help you make your POD presentation and associated materials more accessible and meaningful to a wider variety of participants. We encourage you to read this material early in the development of your session, since it includes important inclusivity suggestions as well as technical/formatting tips.

Microphones

There are microphones located in every room throughout the conference. Although most of us think that we have strong speaking voices, the conference team asks that all presenters use the microphones during their sessions in order to ensure that each participant can hear what is being said. Please do not ask if everyone can hear you; some participants may not feel comfortable disclosing their needs. We also recommend that the microphones be used by all participants when contributing to the discussions.

Name Badges

Name badges at POD have two primary purposes. They are intended to provide participants the ability to identify colleagues for networking purposes, which is why we include first and last names as well as institutional or organizational affiliations. Name badges are also intended to help participants interact with each other in ways that respect each person's identity. With this in mind, participants' badges have the names that each person prefers to be called, not necessarily their full professional or legal name. Additionally, each participant has the option to indicate their pronouns.

Gender Inclusive Restrooms

In addition to providing gender inclusive restrooms on the Plaza Level of the conference hotel, we encourage POD participants to use the restroom that matches their gender identity and to be allies and advocates to ensure that all persons are able to safely take care of the basic need to use the restroom without comment or interference. Restrooms are located throughout the conference hotel.

Nursing/Lactation Room

The POD Network supports mothers who are attending the conference while caring for their children. Boardroom East (3rd floor) has been reserved for the duration of the conference to serve as a nursing/lactation room. Please let a member of the conference team know if you would like access to it, so that we may provide you with a key.

Quiet Room

We recognize that conferences can be intense sensory and social experiences. We have reserved a room for individuals who need to take a break from this stimulation. Boardroom West (3rd floor) has been reserved for the duration of the conference to serve as a quiet room. There should be no conversations (in person or over the phone) or playing of audio in this space.

Inclusion Coordinator

The Inclusion Coordinator position provides perspective to the conference team on major decisions about the conference and helps to create access for all attendees. The Inclusion Coordinator(s) are encouraged (but not required) to be members of the POD Diversity Committee. They apply **and** are selected by the Diversity Committee to serve per conference. The Inclusion Coordinator for the 2018 POD Network Conference is Emily O. Gravett (graveteo@jmu.edu; she/her/hers). Anyone with inclusion needs, concerns, or feedback should contact her via email or reach out in person at the conference.

Grants and Awards

Detailed information about grants and awards can be found on the [Grants and Awards page of the POD Network website](#).

Robert J. Menges Award for Outstanding Research in Educational Development

The Robert J. Menges Award for Outstanding Research in Educational Development honors sessions by POD Network members that focus on original, transformative research characterized by rigorous, systematic investigation and evidence-based conclusions. Additional details are found on the [POD Network website](#).
This year, the selection committee chose one winner and one honorable mention.

A Campus-wide Strategy to Develop Metacognition in Gateway Science Courses (Winner)
> Eric Kaldor, University of Rhode Island; Holly Swanson, University of Rhode Island
> **Research Session, Thursday, November 15 from 1:30-2:05 pm in Pavilion West**
>
> Our research explores a campus-wide workshop on metacognitive learning strategies followed by a 4-week challenge to evaluate these strategies. Final grades (100-point scale) were analyzed for 979 students in 8 gateway course sections. The reference group were students who did not attend the workshop or participate in the challenge. Controlling for high school GPA and exam 1 z-score, we find attending just the workshop was associated with 3.22 points higher on student's final grade, while attending the workshop and completing the challenge was associated with 5.61 points higher. We discuss how this workshop plus challenge model can extend important educational development initiatives.

Making Assessment Matter: Linking Interventions, Instructional Practices, and Academic Achievement (Honorable Mention)
> Lindsay Wheeler, University of Virginia; Dorothe Bach, University of Virginia
> **Research Session, Thursday, November 15 from 2:10-2:45 pm in Pavilion West**
>
> We share the design, results, and implications of a novel study comparing classroom instruction, syllabi, and DFW rates for STEM instructors who participated in educational development interventions (n=98) with instructors who did not (n=141). Our data show that courses taught by the intervention group use significantly more evidence-based practices when compared with non-participating instructors, even when controlling for class size and instructor type. Further, instructors who engage in an intensive year-long

faculty learning community have lower DFW rates. Students from underrepresented groups particularly benefit from changes in teaching practices, linking the intervention to increased persistence and academic achievement.

2018 Menges Award Subcommittee
Michael Palmer, University of Virginia (Chair of Subcommittee); Allison Brcka-Lorenz, Indiana University at Bloomington; Esther Jordan, Kennesaw State University; Katie Linder, Oregon State University; Cara Meixner, James Madison University; David Nelson, Purdue University; and Jordan Troisi, Sewanee, The University of the South.

Donald H. Wulff Diversity Travel Fellowships

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 the POD Network. 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 Network 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 the POD Network. Every time we select new recipients for the diversity travel fellowship, we honor his legacy to the POD Network and commitment to diversifying the POD Network's membership.

The POD Network, upon recommendation of the Diversity Committee, awarded the 2018 Travel Fellowship to the following recipients:

- **Ellonda Green**, Director of Faculty Development and Diversity, Drexel University, USA
- **China Jenkins**, Executive Director, TEAM Center, College of Pharmacy and Health Sciences, Texas Southern University, USA
- **Soheil Fatehiboroujeni**, Graduate Student Fellow at CETL, University of California, Merced, USA
- **Janelle Coleman**, Faculty Consultant for Assessment, University of Tennessee, Knoxville and **Carol Hernandez**, Instructional Designer, Long Island University, USA
- **Njaka Ijeoma**, Learning and Design and Graduate Associate, Center for New Designs in Learning and Scholarship, Georgetown University, USA
- **Mays Imad**, Professor and Co-Chair of Faculty Professional Development Committee, Pima Community College, USA
- **Jamiella Brooks**, Director of Teaching and Learning Assistant Programs, Berea College, USA
- **Xiaoshu Zhou**, Instructional Technology Research Assistant, Northern Illinois University, USA
- **Jennifer Collins**, Postdoctoral Researcher, The University Center for the Advancement of Teaching, Ohio State University, USA
- **Jallicia Jolly**, Graduate Student Instructor, University of Michigan, USA

Educational Development Internship Grant

Every year the Diversity Committee provides one or more POD Network 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 2018 Educational Development Internship Grant to the following institution:

University of California, Berkeley, application submitted by Fabrizio Mejia, Vice Chancellor, Division of Equity and Inclusion.

The Diversity Committee acknowledges the time, dedication, and effort of the following individuals who served on the 2018 Grants Review Committee:

Cristina Cottom, Embry-Riddle Aeronautical University*; Ellonda Green, Drexel University*; Isis Artze-Vega, Florida International University; Riley Caldwell-O'Keefe, Amherst College; Cameron Harris, George Mason University; Daniel Guberman, Purdue University; Angela Atwell, Embry-Riddle Aeronautical University; Qing Xia, Michigan State University; Steven Jones, Georgia College and State University; Robin Page, Rice University; Pamela Roy, Consultancy for Global Higher Education; Chandani Patel, Columbia University.

*The process was led by Cristina Cottom and Ellonda Green

Adjunct Faculty/Part-time SIG Travel Award

The POD Network Adjunct Faculty/Part-time SIG Travel Fellowship was developed for educational developers who support adjunct faculty or adjunct faculty with an interest in becoming educational developers. The fellowship provides travel funds to attend the 2018 POD Network Conference to learn more about various ways adjunct/part-time faculty can be supported.

The POD Network, upon recommendation of the Adjunct Faculty/Part-time SIG awarded the 2018 Travel Fellowships to:

- **Jennifer Kelley,** College of DuPage
- **Kimberly Vincent-Layton,** Humboldt State University
- **Virginia B. Spivey,** Maryland Institute College of Art

The Adjunct Faculty/Part-time SIG thanks the following individuals who served on the awards selection committee:

Teresa Focarile, Boise State University (past co-chair); Mandy McGrew, Kennesaw State University (co-chair); Jonathan Iuzzini, Achieving the Dream (co-chair); Douglas Jerolimov, IUPUI (co-chair elect); Thomas McManus, Harrisburg University (co-chair elect)

Graduate Student, Professional Student, and Postdoctoral Scholar Developer Career Development Travel Grant

The GPPD Career Development Grant provides an opportunity for graduate students, professional students and postdocs who have demonstrated commitment to excellence in teaching and are exploring a career in educational development to attend the POD Network conference at a reduced rate. Grant recipients pay only $50 toward conference registration and POD Network membership fees. Each applicant was evaluated by members of the Graduate student, Professional student and Postdoctoral Development (GPPD) Special Interest Group (SIG) on four criteria: 1) teaching experience and effectiveness, 2) demonstrated commitment to teacher development, 3) relevance of attending the POD Network conference to one's future career plans, and 4) demonstrated commitment to diversity and inclusion in education.

The POD Network, upon recommendation of the GPPD SIG, awarded 2018 Career Development Grants to the following recipients:

- **Alexis Adams**, Carnegie Mellon University
- **Muhammad Adil Arshad**, Boston College
- **Charles Carroll**, Brown University
- **Julie Deeke**, University of Michigan
- **Tam'ra-Kay Francis**, University of Washington
- **Linda Gruen**, U.C. Irvine
- **Franziska Landes**, Columbia University
- **Jennifer MacGregor**, UCLA
- **Amanda Modell**, University of California, Davis
- **Christina Moore**, Oakland University
- **John Morelock**, Virginia Tech
- **Sara Nasrollahian Mojarad** , University of Tennessee, Knoxville
- **Corrie Pieterson**, The Ohio State University
- **Mary Renda**, University of Michigan
- **Olivia Wilkins**, California Institute of Technology

The GPPD SIG is grateful for the time and thoughtful effort of the following individuals who served on the grant selection committee:
Kimberly Van Orman, SUNY Albany; Adriana Streifer, University of Virginia; Hilary Schuldt, Northeastern University; Heather Dwyer, Suffolk University.

POD Network Innovation Award

Originally called the Bright Idea Award, the POD Network 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.

2018 POD Network Innovation Award Finalists:
- "Students Helping Students Provide Valuable Feedback on Course Evaluations," **Adriana Signorini, Mariana Abuan, Jose Sandoval, Gautam Panakkal**, Center for Engaged Teaching and Learning & Merritt Writing Program, University of California, Merced
- "The Online Learning Efficacy Research Database," **Katie Linder**, Ecampus Research Unit, Oregon State University
- "Sparkshops," **Susan Shadle, Tasha Souza, Shawn Simonson, Megan Frary, Sarah Dalrymple, Brittnee Earle, Teresa Focarile**, Center for Teaching and Learning, Boise State University

The Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development

The Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development seeks to honor individuals who, like Dr. Christine Stanley (former POD Network president in 2000-2001 and chair of the Diversity Committee from 1993-1999), have demonstrated unequivocal commitment to advancing research on diversity and inclusion issues in educational development. More information on the purpose, eligibility and selection criteria for this award are available at the POD Network website.

The results of this year's award process will be announced at the Awards Banquet on Friday night, November 16.

Bob Pierleoni Spirit of POD Award

Each year, the Spirit of POD Award subcommittee has the option of presenting the "Bob Pierleoni Spirit of POD Award" to one of our members. The Spirit of POD Award is one significant way that POD can recognize members who have made selfless contributions through their long-time professional service to the organization and the field of educational development. More information about the history, criteria and nomination process for this award are available on the [POD Network website](#).

The results of this year's award process will be announced at the Awards Banquet on Friday night, November 16.

POD Network Research Grant Program

The purpose of the POD Network Research Grant Program is to promote a greater culture of evidenced-based research designed to contribute new knowledge in the fields of faculty, instructional, and organizational development, including the preparation of future faculty. Proposed research may be carried out within an existing program, or as part of a new initiative. More information about the history, criteria and nomination process for this award are available on the [POD website](#).

Early Researcher Awardees
The purpose of this award is to support POD Network members who are initiating their first research in an area related to teaching and learning, or to broader educational or organizational development.

- **Scott Gabriel and Jennie Meger-Anderson** (Viterbo University), "Do peer-coaching relationships result in greater satisfaction and gains in teaching abilities than professional mentoring for junior faculty?"
- **Enoch Hale, Kim Vincent-Layton, Julia Anderson** (California State Humboldt), "Can inclusive teaching help narrow opportunity gaps for underrepresented students? A comparative impact study of an integrated year-long faculty development program"

Research Grant Awardees
The purpose of this award is to support POD Network members who have research experience in an area related to teaching and learning, or to broader educational or organizational development that includes publication and possibly external funding.

- **Jody Greene, Kendra Dority, Samara Foster, and Chessa Adsit Morris** (UC Santa Cruz), "Supporting and Evaluating Pedagogical Professional Development for Graduate Students"
- **Jason Rhode** (Northern Illinois University), "Exploring Trends and Imperatives for Teaching and Learning Centers Supporting Online and Distance Learning"

Submitting 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 on the 2018 Conference Session Materials site.

Submitting Your Materials
Please follow these steps to submit materials for your session—slides, notes, and other resources.
1. Create a new email to 2018-conference-handouts@podnetwork.org
2. The subject line of the email should include the last names of all presenters and the title of your session (e.g., Smith, Jones, and Johnson: Teaching without learning is just talking)
3. Remove all existing content from the body of the email. Please note, if you have an email signature, please remove it as well (N.B.: the message will be available on the web)
4. Paste the abstract from your session into the body of the email
5. Attach any files you want to share; e.g., slides, handouts, and worksheets
6. Verify that your attachment was submitted successfully by searching for presenter or title on Conference Session Materials site.

2018 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; for last minute excursion registration, please send an email to pod.gayewebb@gmail.com.

Times denote hotel departure and estimated return. Plan to meet in the lobby of the Hilton hotel 15 minutes before departure.

E1. North Mississippi Avenue Forktown Food Tour (Private Culinary Walking Tour)
Wednesday, November 14th
4-8:30 pm, gather in lobby at 3.45pm and start walking at 4 pm, $3 Bus Fare.

E2. Portland Art Museum
Thursday, November 15th
1-5 pm, gather in lobby at 12:45 pm, begin walking to museum (5-6 minutes) by 1 pm.

E3. Street Car Shopping Tour: NW 23rd Avenue/Nob Hill

Friday, November 16th

2-4 pm, gather in lobby at 1:45pm and get on the Street Car NS Line at 10th and Yamhill, get off at NW 23rd and Marshall. $5 all day ticket, $2 two hour ticket.

E4. Local Beer and Wine Tasting—Captain Gray Ballroom (Duniway Hotel)

Friday, November 16th

8:30-9.30 pm, gather at 8:15 pm, walk across the street at 8:30 pm.

E5. Portland Saturday Market

Saturday, November 17th

1:30 -4.30 pm, gather at 1:00 PM, start walking by 1:15 PM.

E6. Gorge Waterfalls Tour (guided by Wildwood Adventures)

Saturday, November 17th

2-6pm, gather at 1:45 pm, bus pick up.

E7. Willamette Valley Wine Tour (guided by Wildwood Adventures)

Saturday, November 17th

10:00 am - 4:30 pm, gather at 9:45 am, bus pick up. $3 bus fare.

Schedule at a Glance

The conference registration desk will be open at these times in the Atrium Foyer:
- Wednesday 10:00am to 5:00pm
- Thursday through Saturday, 7:30am to 5:00pm each day
- Sunday 7:30 to 10:30am

Wednesday, November 14		
8:30 AM		8 am-5 pm
1:00 PM	1-4:30 pm Pre-Conference Workshops	POD Network Core Meeting
2:30 PM	2:30-3 pm Coffee Break, Plaza Foyer	Atrium Ballroom
4:00 PM	4-8:30 pm Excursion: E1. North Mississippi Ave Forktown Food Tour	4-4:45 pm Running, Lobby
5:30 PM	5.30-6.30 pm Yoga, Skyline III	

Thursday, November 15				
7:00 AM	7-7:30 am Running, Lobby		7-7:45 am Meditation, Skyline IV	
8:00 AM		8 am-12 pm POD Network Core Meeting Atrium Ballroom	9am-12 pm Ivy+ Group Meeting Skyline II	8 am to 5 pm
	8:30 am-12 pm Pre-Conference Workshops			
10:00 AM	10-10:30 am Coffee Break, Plaza Foyer			Vendor Exhibit
12:00 PM	12-1 pm Graduate Student, Professional Student, and Postdoctoral scholars Development (GPPD) Networking Lunch Grand Ballroom II			Plaza Foyer
1:00 PM		1-5 pm Excursion: E2. Portland Art Museum		
1:30 PM	1:30-2:45 pm Interactive, Roundtable, and Research Sessions			
2:30 PM	2:30-3 pm Coffee Break Plaza Foyer			
3:00 PM	3-4:15 pm Interactive, Roundtable, and Research Sessions			
4:00 PM	4-4:45 pm Running, Lobby			
4:30 PM	4:30-5:30 pm Introduction to POD for First-Time Attendees, Atrium Ballroom			
5:30 PM	5-6:15 pm POD Network Welcome Reception, Pavilion East and West			
6:30 PM	6:30-8.30 pm Conference Dinner: Welcome, and President's Address, Grand Ballroom I and II			

Friday, November 16			
6:00 AM	6-7 am Yoga, Skyline II		
7:00 AM	7-7:30 am Walking and Running, Lobby	7-7:45 am Meditation, Skyline IV	
	7-8:45 am Conference Breakfast, Grand Ballroom I and II		
7:30 AM	7:30-8:45 am Birds of a Feather (BOF) Sessions		8-10:30 am Vendor Exhibit Plaza Foyer
9:00 AM	9-10:15 am Interactive, Roundtable, and Research sessions	9-10.15am Career Fair (Captain Gray Ballroom, Duniway Hotel)	
10:00 AM	10-10:30 am Coffee Break, Plaza Foyer		
10:30 AM	10:30 am-12 pm Plenary Session, Grand Ballroom I and II		
12:00 PM	12-2 pm Lunch-On-Your-Own		12-5 pm Vendor Exhibit Plaza Foyer
	12.15-2 pm Big Ten Academic Alliance Meeting, Galeria I		
	12-2 pm Exec. Committee Meeting with SIGs and Committees, Galleria III		
2:00 PM		2-4 pm Excursion: E3. Street Car Shopping Tour	
2:15 PM	2:15-3:30 pm Interactive, Roundtable, and Research Sessions		
3:15 PM	3:15-3:45 pm Coffee Break, Plaza Foyer		
3:45 PM	3:45-5 pm Interactive, Roundtable and Research Sessions	3:45-5 pm Poster Session Atrium Ballroom	
5:00 PM	5-5:45 pm Running, Lobby		
5:15 PM	5:15-6:45 pm Resource Fair and Reception Pavilion East and West		
7:00 PM	7-8:30 pm POD Network Awards Banquet, Grand Ballroom I and II		
8:30 PM	8:30 pm-Midnight Dance Party/Karaoke/Live Music Atrium Ballroom	8:30-9:30 pm -- Excursion: E4. Local Beer and Wine Tasting, Captain Gray Ballroom (Duniway Hotel)	

Saturday, November 17				
6:00 AM	6-7 am Yoga, Skyline II			
7:00 AM	7-7:30 am Walking and Running, Lobby		7-7:45 am Meditation, Skyline IV	
7:30 AM	7-8:45 am Conference Breakfast Grand Ballroom I and II	7:30-8:45 am TIA Editorial Board Meeting Skyline I	7:30-8:45 am International POD Network Attendees Gathering, Pavilion East	8 am-5:00 pm Vendor Exhibit Plaza Foyer
9:00 AM	9-10:15 am Committee and SIG Meetings			
10:00 AM	10-10:30 am Coffee Break, Plaza Foyer			
10:30 AM	10:30-11:45 am Interactive, Roundtable, and Research Sessions			
12:00 PM	12:00-1:15 PM Networking Lunch and POD Network Updates, Grand Ballroom I and II			
1:30 PM	1:30-2:45 pm Interactive, Roundtable, and Research Sessions		1:30-4:30 pm Excursion: E5. Portland Saturday Market	
2:00 PM		2-6 pm Excursion: E6. Gorge Waterfalls Tour		
2:30 PM	2:30-3 pm Coffee Break, Plaza Foyer			
3:00 PM	3:00-4:15 pm Interactive, Roundtable, and Research Session			
4:30 PM	4:30-5:45 pm Interactive, Roundtable, and Research Sessions		5-5:45 pm Running, Lobby	
6:00 PM	Dinner on Your Own			

Sunday, November 18	
7:00 AM	7-7:45 am Running, Lobby
	7-8:30 am Conference Breakfast, Atrium Ballroom
8:30 AM	8:30-10 am Anchor Session,Pavilion East and West
10:00 AM	10 am-4:30 pm Excursion: E7. Willamette Valley Wine Tour

2018 Conference Schedule

Wednesday, November 14

Atrium Ballroom

8:00 AM - 5:00 PM

Core Committee Meeting

Meeting of POD's Board of Directors.

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

Pavilion East

1:00 PM - 4:30 PM

POD-sponsored Professional Development Session

Sponsor: Professional Development Committee

W01. Getting Started: Workshop for New Educational Developers (Part I)

Suzanne Tapp, Texas Tech University; Debra Rudder Lohe, Saint Louis University; Tershia Pinder-Grover, University of Michigan; Jason Craig, Marymount University; Donna E. Ellis, University of Waterloo; Deandra Little, Elon University; Jim Berg, Borough of Manhattan Community College

This highly interactive workshop will orient participants to the broad field of educational development work and enhance participants' skills related to common educational development practices. We will focus on identifying and acting on educational development priorities in your own context; building skills for consulting with individuals and groups; developing effective educational development programming; and assessing your work at individual and program/center level. Each participant will leave the session with a big-picture view of educational development, a set of resources and concrete actions to guide continuing development, and support network to help you achieve your goals.

Topic: POD Professional Development

Broadway I	**W02. You're Coming in Hot: Active Learning Strategies for Inclusive Classrooms (Part I)**
1:00 PM - 4:30 PM	*Laura M. Pipe, University of North Carolina at Greensboro; Benjamin Peterson, University of North Carolina at Greensboro; Amy Brown, University of North Carolina at Greensboro; Marisa Gonzalez, University of North Carolina at Greensboro; Jennifer Stephens, University of North Carolina at Greensboro; Denise Cowardin, University of North Carolina at Greensboro; Cristina Arango, University of North Carolina at Greensboro*

Participants will develop a framework for the implementation of active learning strategies that are attentive to issues of equity, diversity, and inclusion in the learning environment. In this two-part workshop, participants will examine the critical frameworks for an inclusive classroom, how active learning practices translate to inclusive practices, and the importance of reflective strategies and facilitation to the inclusive learning process. Participants will explore both low-tech and high-tech opportunities for learning environments, from games to virtual reality, and design potential strategies to take with them to their own campuses and classrooms.

Topic: Technology

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Broadway III	**W03. Responding to Challenges and Opportunities: Directing a Teaching/Learning Center**
1:00 PM - 4:30 PM	*Laurel Willingham-McLain, Duquesne University; Francine Glazer, New York Institute of Technology; Taimi Olsen, Clemson University; Julia Metzker, Stetson University*
POD-sponsored Professional Development Session	
Sponsor: Professional Development Committee	Respondents on the 2016 POD Membership Survey indicated a strong need for learning center management and leadership skills. This session, facilitated by four center directors from very different institutions, responds to this need. Session participants will examine: 1) management and leadership responsibilities, especially in the context of continual change; 2) strategic alignment of the center's work with institutional mission; and 3) evaluation of center work and demonstration of impact. Participants will leave with an individualized professional development plan, practical tools, and guiding questions that enable them to seek out relevant sessions and colleagues during the conference.

Topics: Administration, Programs

Audience: Seasoned educational developers, Administrators

Plaza Foyer   **Coffee Break**

2:30 PM - 3:00 PM

4:00 PM - 4:45 PM   **Running.** Depart from Hilton lobby.

 4:00 PM - 8:30 PM   **Excursion: E1. North Mississippi Avenue Forktown Food Tour (Private Culinary Walking Tour)**

Cost: $85 USD per person, (plus $3 bus fare). All gratuities included.

Excursion participants meet in the Hilton lobby, 15 min before departure.

Skyline III   **Afternoon Yoga**

5:30 PM - 6:30 PM   Facilitated by Cecile N. Yancu

Thursday, November 15

Thursday's Highlights	
8:30 AM - 12 PM	**Pre-Conference Workshops** (various locations)
4:30 PM - 5.30 PM	**Introduction for First-Time Attendees** (Atrium Ballroom)
5:00 PM - 6:15 PM	**POD Network Welcome Reception** (Pavilion East and West)
6:30 PM - 8.30 PM	**Conference Dinner** (Grand Ballroom I and II)

7:00 AM - 7:30 AM	**Running.** Depart from Hilton Lobby.
7:00 AM - 7:45 AM	**Meditation** (Skyline IV)
8:00 AM - 12:00 PM	**Core Committee Meeting** (Atrium Ballroom)
9:00 AM - 5:00 PM	**Vendor Exhibit**, Plaza Foyer
4:30 PM - 5:30 PM	**Running.** Depart from Hilton Lobby.

Pre-Conference Workshops 8:30 AM – 12 PM

Pavilion East

8:30 AM - 12:00 PM

POD-sponsored Professional Development Session

Sponsor: Professional Development Committee

W01. Getting Started: Workshop for New Educational Developers (Part II)

Suzanne Tapp, Texas Tech University; Debra Rudder Lohe, Saint Louis University; Tershia Pinder-Grover, University of Michigan; Jason Craig, Marymount University; Donna E. Ellis, University of Waterloo; Deandra Little, Elon University; Jim Berg, Borough of Manhattan Community College

This highly interactive workshop will orient participants to the broad field of educational development work and enhance participants' skills related to common educational development practices. We will focus on identifying and acting on educational development priorities in your own context; building skills for consulting with individuals and groups; developing effective educational development programming; and assessing your work at individual and program/center level. Each participant will leave the session with a big-picture view of educational development, a set of resources and concrete actions to guide continuing development, and support network to help you achieve your goals.

Topics: POD Professional Development

Broadway I	**W02. You're Coming in Hot: Active Learning Strategies for Inclusive Classrooms (Part II)**
8:30 AM - 12:00 PM	*Laura M. Pipe, University of North Carolina at Greensboro; Benjamin Peterson, University of North Carolina at Greensboro; Amy Brown, University of North Carolina at Greensboro; Marisa Gonzalez, University of North Carolina at Greensboro; Jennifer Stephens, University of North Carolina at Greensboro; Denise Cowardin, University of North Carolina at Greensboro; Cristina Arango, University of North Carolina at Greensboro*

Participants will develop a framework for the implementation of active learning strategies that are attentive to issues of equity, diversity, and inclusion in the learning environment. In this two-part workshop, participants will examine the critical frameworks for an inclusive classroom, how active learning practices translate to inclusive practices, and the importance of reflective strategies and facilitation to the inclusive learning process. Participants will explore both low-tech and high-tech opportunities for learning environments, from games to virtual reality, and design potential strategies to take with them to their own campuses and classrooms.

Topic: Technology

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Galleria II	**W04. The New Reality - Developing Programs to Support Adjunct Faculty**
8:30 AM - 12:00 PM	*Mandy McGrew, Kennesaw State University; Ann Coburn-Collins, Saginaw Valley State University; Teresa Focarile, Boise State University; Douglas Jerolimov, Indiana University-Purdue University Indianapolis; Thomas McManus, Harrisburg University of Science and Technology*
POD-sponsored Professional Development Session Sponsor: Adjunct/Part-time Faculty SIG	Adjunct faculty make-up more than 50% of the teaching force in higher education. Therefore, it is essential that faculty developers think about and create programming for this population. Using the Delphi Project model, facilitators from the Adjunct/Part-Time Faculty SIG will walk participants through their understanding of adjunct faculty needs, sharing that understanding with stakeholders, and offering strategies in response. The workshop will provide opportunities for participant collaboration to develop an action plan for their institution. Participants will explore programming options to help integrate adjunct faculty into a culture of teaching using workshops, learning communities, etc.

Topics: POD Professional Development, Organizational Development

Audience: Seasoned educational developers, Administrators

Broadway III   **W05. Strategies to Prepare Faculty to Navigate Difficult Classroom Conversations**

8:30 AM - 12:00 PM   *Jennifer H. Herman, Simmons College; Linda B. Nilson, Clemson University*

Difficult classroom conversations can arise in any discipline: contentious current events, challenging course content, and campus events can all foster unexpected student reactions. How can faculty developers help faculty, particularly those without expertise in discussing social issues, prepare to lead difficult conversations that create an inclusive course climate while furthering student learning? This workshop will lead participants through frameworks and activities that they can use in workshops for faculty and graduate instructors. Topics will include strategies for creating and applying ground rules; organizing discussions for deep listening, respect, and equitable participation; and implementing structures to ensure inclusiveness.

Topics: Programs, Teaching & Learning

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Broadway IV   **W06. Enhancing Inclusion and Motivation in Culturally Diverse Post-secondary Learning Environments**

8:30 AM - 12:00 PM   *Margery B Ginsberg, Self-Employed*

Given that instruction is a highly nuanced endeavor in which culture, motivation, learning are inseparable concerns, this practical and interactive session shows faculty developers and instructors a way to think motivationally and design instruction for inclusive and equitable learning. The knowledge base for this workshop is a framework that has been researched and used internationally in academic instruction for over two decades. Participants will apply the framework's four motivational conditions to their own contexts to make learning safe, promote a positive attitude throughout learning experiences, enhance engagement, and strengthen competence through culturally attuned assessment.

Topics: Faculty Professional Development, Diversity

Audience: All POD members, Seasoned educational developers

Forum Suite   **W07. Conflict Coaching in Educational Development**

8:30 AM - 12:00 PM   *Esther S. Jordan, Kennesaw State University; Michael Palmer, University of Virginia*

In this highly interactive session, we introduce a conflict coaching framework that can be applied in consultations, FLCs, and workshops as a tool for conflict management in support of educational development. Participants will use the framework to analyze case studies, then role play using Little and Palmer's deep listening and micro-consultation exercises (2012), adapted to include Wilmot and Hocker's conflict modes (2013) and Jones and Brinkert's conflict coaching framework (2008) to practice even deeper listening and more powerful questioning.

Topics: Faculty Professional Development, Programs

Audience: All POD members, Administrators

Council Suite   **W08. Sustaining the Professional Self: Evidence-Based Self-Care for Educational Developers**

8:30 AM - 12:00 PM   *Adam Harris Smith, Texas A&M University; Allison P. Boye, Texas Tech University*

The concept of burnout is familiar for those who work in the caregiving fields and increasingly well-documented for academics; the profession of educational development straddles both of these worlds, being both knowledge-work and helping-oriented. Given the many institutional factors outside of our control, a more immediate question is: How do we engage in effective self-care? This session aims to address the stressors that educational developers regularly face, exploring and applying evidence-based strategies for self-care that might help us re-engage with our work, re-prioritize our personal well-being, and reconnect with what drew us to our work in the first place.

Audience: All POD members

Galleria I

W09. Creating a Culture of Well-Being

8:30 AM - 12:00 PM

Amber Young-Brice, Marquette University; James Fortney, St. Louis University

In recent years, faculty developers have been asked to consider our important role in the creation of campus cultures that foster individual, community, and institutional well-being (Shuster, 2018; Harward, 2016). For Shuster (2018) and others, "well-being embodies a sense of direction and purpose, positive personal identity, strong relationships, empathy, resilience, and mindfulness" (p. 1). This interactive workshop draws on current conversations in higher education to invite reflection on the work involved in creating a culture of well-being. An intended outcome of this workshop is to identify prioritized lines of action for attending to well-being in our work as faculty developers.

Topics: Organizational Development, Diversity

Audience: All POD members

Galleria III

W10. Ways of Seeing: Building Center-Museum Partnerships to Support Teaching

9:00 AM - 12:00 PM

Jessica Metzler, Brown University

In this place-based session, participants will explore object-based teaching techniques at the nearby Portland Art Museum in order to reflect on the cross-disciplinary instructional role of objects in the classroom, gain facility with strategies for teaching with objects, and discuss opportunities and challenges for building effective partnerships between Centers and local museums and cultural institutions. Participants will engage in a hands-on model workshop at the museum, identify potential community partners for their Centers based on resources and constituent needs, discuss strategies to create, support, and assess these collaborations, and consider opportunities for experiential pedagogy in educational development.

Topics: Programs, Teaching & Learning

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Senate Suite   **W11. Let's Play! Incorporating (Low-Cost) Interactive Role Play Into Faculty Development**

8:30 AM - 12:00 PM   *Miriam Rosalyn Diamond, Simmons College*

Applied theater groups such as Michigan's CRLT and Harvard's Bok Center Players bring compelling, interactive components to faculty development. Unfortunately, not every teaching center can access or develop such resources. This session will provide alternatives for integrating role play into faculty development on a budget. Participants will generate plans for using these techniques to promote awareness of student experiences and provide low-risk opportunities for professors to experiment with alternate teaching approaches. Attendees will also identify activities for supporting faculty interested in introducing role plays for in person or online classes. Finally, they will develop strategies for assessing resulting outcomes.

Topics: Teaching & Learning, Diversity

Audience: All POD members

Skyline III   **W13. Changing Student Group Activities into High-Functioning Student Teams**

8:30 AM - 12:00 PM   *Jenelle Hodges, University of Alabama at Birmingham; Dale Dickinson, University of Alabama at Birmingham; Ariel C Gil, University of Alabama at Birmingham*

Collaborative learning is popular among academics, with instructors having students work in groups to complete various activities and assignments. However, as tasks, content, objectives, participants, and even environments continually change and evolve, it is essential that people not only work and function in groups but also that they excel at being a member of a specific type of group, a team. But merely putting students in groups with the hope that they learn to work together effectively is not enough. Instructors must be trained in the pedagogies of teamwork and actively employ these pedagogies in their classrooms.

Topic: Diversity

Audience: Faculty (conference attendees who are faculty and also part-time developers), International POD Network participants, All POD Network Members

Park   **W14. Stepping Up: Engaging Faculty to Lead in Times of Change**

8:30 AM - 12:00 PM   *Cher C Hendricks, University of Idaho; Jesse Bishop, Georgia Highlands College; Brian Etheridge, Georgia Gwinnett College; Rod McRae, University of West Georgia; Marina Smitherman, Dalton State University*

In this workshop, we explore powerful model (Symposium) for engaging faculty in campus initiatives and supporting them to take a more active role in leading during times of change. We have successfully used symposium to broaden faculty participation in change initiatives, connecting this work to what matters most to faculty and providing avenues for more inclusive collaboration across disciplines and divisions. Much of the workshop will be devoted to helping participants (1) identify areas where they can lead change on their campuses and (2) develop a draft plan for using symposium to increase faculty engagement in these efforts.

Topics: Faculty Professional Development, Programs

Audience: All POD members, Administrators, Faculty

Directors Suite   **W15. Leading Institutional Initiatives From the Middle: Unrecognized Role**

8:30 AM - 12:00 PM   *Amy B. Mulnix, Franklin and Marshall College; Eleanor Vandegrift, University of Oregon; Jennifer Yates, University of South Alabama; Shiladitya Raj Chaudhury, University of South Alabama*

Educational developers have a wealth of expertise about students and faculty as learners that can contribute to the success of institutional initiatives such as internationalization of a campus; recruiting and retaining diverse faculty, updating definitions of teaching excellence; and supporting students as they transition to college. They also understand the role of learning in the change process. This workshop uses case studies to explore theory-supported practices through which educational developers can partner with existing institutional structures (e.g. offices, committees, task forces, divisions) to lead change from the middle. Participants will engage in structured collaborative learning, role-playing, reflection, and action planning.

Topics: Diversity, POD Professional Development

Audience: All POD members, Seasoned educational developers, Educational developers assuming institutional leadership roles

Studio Suite　　**W16. Identifying Postsecondary Classroom Challenges and Designing Inclusion and Collaboration Strategies**

8:30 AM - 12:00 PM　　*Sara Schley, Rochester Institute of Technology*

Participants will identify a specific classroom challenge with co-enrollment of students with and without disabilities, and design a strategy to improve classroom communication and interaction. Using UDL principles as an introduction and "hook," faculty will identify a current communication and collaboration challenge in their classrooms. They will then brainstorm, develop, write implementation guidelines, and practice their strategy. Using classroom context descriptions, and observations from deaf and hard of hearing student mentors on a project that involves students in faculty development of teaching and learning, participants will expand their skills at teaching inclusively with students with disabilities in the classroom.

Topics: Faculty Professional Development, Adjunct Professional Development

Audience: Seasoned educational developers, Faculty (conference attendees who are faculty and also part-time developers)

Executive Suite　　**W17. Cultivating Inclusive Spaces Through Arts- and Theater-Based Pedagogies**

8:30 AM - 12:00 PM　　*Theresa Ronquillo, Virginia Commonwealth University; Tikka Sears, University of Washington*

As educators, many of us are conditioned to rely on verbal and written communications to express ourselves and connect with each other; consequently, we fail to consider the benefits of cultivating inclusion through the physical and imaginative (Boal, 1979; Cahnmann-Taylor & Souto-Manning, 2010). This interactive session engages participants in arts- and theater-based pedagogies that build empathy and community, foster critical reflection, and amplify different perspectives. Focusing specifically on photography, storytelling, and Theatre of the Oppressed approaches, participants will leave with creative and embodied tools to advance inclusion and equity in the classroom and institution.

Topics: Teaching & Learning, Faculty Professional Development

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Skyline II　　**Ivy+ Group Meeting**
9:00 AM - 12:00 PM

Plaza Foyer　　**Coffee Break**
10:00 AM - 10:30 AM

Grand Ballroom II 12:00 PM - 1:00 PM	**Graduate Student, Professional Student, and Postdoctoral Scholar Development Networking Lunch**
1:00 PM - 5:00 PM	**Excursion: E2. Portland Art Museum** Participants will walk (5-6 minutes) to the museum (taxi and Uber/Lyft also available). Cost: $16 USD per person (private group tour) Excursion participants meet in the Hilton lobby, 10 min before departure.

Research Presentations 1:30 PM – 2:45 PM

Pavilion West	**A Campus-Wide Strategy to Develop Metacognition in Gateway Science Courses**
1:30 PM - 2:05 PM	Session A *Eric Kaldor, University of Rhode Island; Holly Swanson, University of Rhode Island*
Winner of the 2018 Robert J. Menges Award for Outstanding Research in Educational Development	Our research explores a campus-wide workshop on metacognitive learning strategies followed by a 4-week challenge to evaluate these strategies. Final grades (100-point scale) were analyzed for 979 students in 8 gateway course sections. The reference group were students who did not attend the workshop or participate in the challenge. Controlling for high school gpa and exam 1 z-score, we find attending just the workshop was associated with 3.22points higher on student's final grade, while attending the workshop and completing the challenge was associated with 5.61 points higher. We discuss how this workshop plus challenge model can extend important educational development initiatives. Topics: Research, STEM, Metacognition Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Pavilion West	**Making Assessment Matter: Linking Interventions, Instructional Practices, and Academic Achievement**
2:10 PM - 2:45 PM	Session B
	Lindsay Wheeler, University of Virginia; Dorothe Bach, University of Virginia
Honorable Mention, 2018 Robert J. Menges Award for Outstanding Research in Educational Development	We share the design, results, and implications of a novel study comparing classroom instruction, syllabi, and DFW rates for STEM instructors who participated in educational development interventions (n=98) with instructors who did not (n=141). Our data show that courses taught by the intervention group use significantly more evidence-based practices when compared with non-participating instructors, even when controlling for class size and instructor type. Further, instructors who engage in an intensive year-long faculty learning community have lower DFW rates. Students from underrepresented groups particularly benefit from changes in teaching practices, linking the intervention to increased persistence and academic achievement.
	Topics: STEM, Diversity
	Audience: All POD members

Directors Suite	**Know Your Class: Using Enhanced Student Demographics to Improve Teaching**
1:30 PM - 2:05 PM	Session A
	Ryan Banow, University of Saskatchewan; Jim Greer, University of Saskatchewan; Stephanie Frost, University of Saskatchewan
	Faculty are often unable to complete a proper learner analysis because they know little about the students that comprise their classlist. At our university, we have been surveying incoming students for five years to collect enhanced demographic data and for the past two years have been sharing aggregate, anonymous data with faculty. Resources have been provided on how to make sense of the data for teaching purposes. In this study, we conducted focus groups with faculty to learn how they have used the data and resources and also to find out what additional data would further support their teaching.
	Topics: Technology, Faculty Professional Development, Learning Analytics
	Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers), Educational Developers & Instructional Designers

Directors Suite   **Alumni Reflections on the Long-term Impact of Good Teaching**

2:10 PM - 2:45 PM   Session B

Charles Blaich, Center of Inquiry and the Higher Education Data Sharing Consortium; Kathleen Wise, Center of Inquiry and the Higher Education Data Sharing Consortium

Many broad student learning outcomes such as critical thinking, civic engagement, and life-long learning are only fully and consequentially expressed in the lives of students after they graduate. In this session, we will highlight the results of a national alumni survey and interviews of alumni from three research universities on the longer-term impact of different aspects of good teaching. Our findings point to the long-lasting importance of experiencing good teaching on a range of broad student learning outcomes.

Topics: Assessment, Teaching & Learning

Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members

Roundtable Sessions 1:30 PM – 2:45 PM

Executive Suite   **A Collaborative, Flexible Rubric for Summative Peer Review of Teaching**

1:30 PM - 2:45 PM   *Simon Bates, University of British Columbia; Isabeau Iqbal, University of British Columbia*

Summative peer review of teaching (SPRT) is used in many higher education institutions. Unfortunately, the evaluative "power" of SPRT for making high-stakes career decisions can be limited due to lack of meaningful criteria and faculty resistance (Chism, 2008). To address this situation, our teaching and learning centre engaged in a collaborative culture-change initiative to develop a rubric for SPRT that would serve the University-wide committee with responsibility for final recommendation on matters of promotion and tenure. In this session, we discuss our collaborative process, debrief challenges and how we addressed and/or anticipated these, and share the SPRT rubric.

Topics: Assessment, Faculty Professional Development

Audience: Administrators, All POD members

Cabinet Suite   **Change Begins With Us: Developing Programs That Promote Inclusive Teaching**

1:30 PM - 2:45 PM   *Simuelle Myers, Temple University; Johanna Inman, Temple University*

Inclusive classrooms can help students from diverse backgrounds feel welcome and succeed. However, not all faculty know what it means to teach inclusively or how to implement inclusive strategies in their courses. During this roundtable discussion, the facilitators will share their center's experience creating an inclusive teaching institute and the successes and challenges faced. Participants will explore ways they might implement programs on inclusive teaching at their own institutions and discuss content, activities, and resources for developing their program.

Topics: Diversity, Teaching & Learning

Audience: All POD members

Skyline III   **Grounded for Life: Mindfulness for Faculty Development, Efficacy, and Self-care**

1:30 PM - 2:45 PM   *Dana Grossman Leeman, Simmons College; Miriam Rosalyn Diamond, Simmons College; Jennifer H. Herman, Simmons College*

We talk about helping students cultivate mindfulness, but what about faculty? Educators are expected to be present and attuned to learners' needs and emotional states, despite their own anxiety or stress levels. Mindfulness means being present without criticism of self and others. This evidenced-based approach helps regulate affect, increase cognitive capacities, and defend against compassion fatigue. In this roundtable, participants will consider faculty development around mindfulness for self-care and as an andragogical practice. Through discussion and activities, attendees will explore ways of highlighting practices that faculty (and developers) can use to stop, breathe, focus, re-calibrate, and function with greater clarity.

Topics: Faculty Professional Development, POD Professional Development

Audience: All POD members

Grand Ballroom I

1:30 PM - 2:45 PM

Vendor Session

Implementing a Results-Driven Faculty Development Initiative with Measurable Impact and Outcomes

Kathleen Gibson, APL NextEd; Karin Van Voorhees, Magna Publications

Faculty initiatives with measurable impacts and outcomes help faculty developers and academic leaders make data-inspired decisions for the benefit of faculty and students. Although many institutions have strong faculty development programs, few are measuring outcomes and results. APL nextED provides a platform for assigning and delivering faculty development courses, tracking faculty progress towards completion, and measuring and reporting outcomes such as competencies earned and hours completed. The APL nextED online faculty development courses and guided curriculum are from Magna Publications. In this session, learn more about how a data-driven faculty management solution can help focus faculty development initiatives, provide micro credentials and certifications, and improve student academic success.

Audiences: Administrators, All POD Members

Topics: Administration, Assessment, Faculty Professional Development

Park

1:30 PM - 2:45 PM

Leading by Example: Designing Inclusive Programming on Inclusive Teaching

Sarah Holt, The Ohio State University

Faculty who participate in inclusive teaching programming come with different identities, needs, and motivations. Just as we encourage faculty to work reflectively, we too must adjust our practice to create inclusive spaces that respond to participant diversity. This session uses case studies to spark reflection and discussion on inclusive practices for designing inclusive teaching programming. Specifically, how can we lead by example in designing space for multiple perspectives within our workshops and groups, allowing authentic emotions to shape professional development in supportive ways, and reflect on the impact our own identities have on our facilitation?

Topics: Programs

Skyline IV　　　　**Moving Beyond Accommodation: Educational Development and Learning Disabilities**

1:30 PM - 2:45 PM　　*Jordan Troisi, Sewanee: The University of the South; Sarah Lashley, Centre College; Betsy Sandlin, The University of the South*

Students with learning disabilities are entering colleges and universities at an increasing rate, but graduating less quickly and less often than their non-learning disability counterparts. During this roundtable discussion, we will identify enrollment trends and learning needs of students with learning disabilities, share ideas for how educational developers can support the creation of more inclusive learning environments for students with learning disabilities, and discuss how to leverage campus partnerships for institutional change.

Topics: Programs, Teaching & Learning

Audience: All POD members, Small colleges and universities

Senate Suite　　　**Promoting Equitable Access to Undergraduate Research Through Diversity Action Plans**

1:30 PM - 2:45 PM　　*Sophie Pierszalowski, Oregon State University; Rican Vue, Oregon State University; Jana Bouwma-Gearhart, Oregon State University*

Engagement in faculty-mentored research has been employed as one strategy to eliminate disparities in postsecondary STEM persistence and success, although barriers exist that make it more difficult for some to participate than others. In this session, we will explore institutional strategies that will help ensure equitable access to undergraduate research experiences. We will review tactics that educators and administrators will find attainable in relatively short time frames and will discuss their feasibility across institutions. We hope to encourage participants to adopt an infrastructure for equitable access to undergraduate research experiences and, in doing so, uphold democratic ideals of higher education.

Topics: Diversity, STEM

Audience: Administrators, Large colleges and universities

Interactive Sessions 1:30 PM – 2:45 PM

Pavilion East

1:30 PM - 2:45 PM

Vendor Session

An Enterprise-Level Perspective on Teaching and Learning

Sherri Hughes, American Council on Education; Steven C. Taylor, American Council on Education

America's colleges and universities are powerful engines of economic opportunity and social mobility. Colleges and universities contribute to the expansion of knowledge, research, and innovation through curricular and co-curricular experiences; to local, regional, and state economies as employers that create and support thousands of direct and indirect jobs; and to a more democratic society by strengthening equity and social progress. Academic leaders are expected to deliver on these lofty goals in the face of increasing pressure to adopt a more businesslike approach to balance the social, financial, and environmental priorities of the institution. In this session, the presenters apply an enterprise-level perspective to teaching and learning to unpack how institutions invest in and resource high-quality instruction that supports positive student outcomes and leads to greater institutional efficiency.

Audiences: Administrators; Large Colleges and Universities; Small Colleges and Universities

Topics: Administration; Organizational Development

Galleria II

1:30 PM - 2:45 PM

POD-sponsored Professional Development Session

Sponsor: Graduate Student, Professional Student, and Postdoctoral Scholar Development SIG & Professional Development Committee

Career Moves: Preparing Yourself for Work That Matters

Angela Linse, Pennsylvania State University; Heather Dwyer, Suffolk University; Esther S. Jordan, Kennesaw State University; Kimberly Van Orman, University at Albany, SUNY

In this interactive session, panelists representing broad experience in various positions and career moves will offer insights to attendees interested in transitioning into the educational development profession. Panelists will facilitate conversations on i) the rewards of a career in educational development, including advancing professional value for ourselves and colleagues; 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. We will also explore emerging opportunities within our field.

Topic: Preparing and Applying for Educational Development Positions

Audience: Graduate students, post-docs, or those supporting this population, POD Network Members in career transition

Galleria I	**Co-Creating Community in and Out of the Classroom: The Mind-Body Connection**
1:30 PM - 2:45 PM	*Paul Martin, MacEwan University; Carolyn Ives, MacEwan University; Daniel Braun, MacEwan University*

Why do people in 45 cities worldwide get up early to exercise outdoors in every kind of weather? The answer is November Project, a global fitness community. NP is free, inconvenient, and uncomfortable, yet people voluntarily participate, even in 40 below. NP reveals the power that community, rituals, and goal setting can bring to the classroom. This session will outline our creation of a unique workshop that brought faculty members to six consecutive NP workouts, each followed by an evidence-based workshop applying the NP experience to teaching and learning. We'll share our planning, workshop model, experiences, and our results.

Topic: Teaching & Learning

Audience: All POD members, Seasoned educational developers, Faculty, new educational developers, anyone interested in exercise

Council Suite	**Creating Faculty-Student Teaching Partnerships to Support Liberal Learning Goals**
1:30 PM - 2:45 PM	*Stacey Lawrence, Brown University; Jessica Metzler, Brown University; Christina Smith, Brown University*

Research demonstrates that faculty-student partnerships and learning communities can enhance learning outcomes and foster equitable and inclusive learning environments. This session will explore one initiative--the Brown Learning Collaborative--that offers cross-disciplinary programs to support faculty-undergraduate partnerships in two core liberal arts competencies: written communication and problem solving. Participants will brainstorm ways to develop or reimagine a program to support students as partners, discuss strategies for applying and assessing this model at their institutions, and reflect on how such programming can fulfill institutional commitments to diversity and inclusion.

Topics: Programs, Teaching & Learning

Audience: All POD members

Forum Suite   **Game Changer: Using Gamification to Motivate Faculty Development**

1:30 PM - 2:45 PM   *James J Pembridge, Embry-Riddle Aeronautical University; Lori Mumpower, Embry-Riddle Aeronautical University*

This session will introduce participants to the gamification of faculty development through an interactive small group design scenario that asks participants to take a traditional faculty development experience and then gamify it using the gamification design framework [1]. Gamification involves the use of game design elements and experiences in non-gaming environments. When applied in faculty development settings, gamification has the potential to encourage faculty engagement and motivation and can lead to behavioral change that can impact their teaching.

Topic: Programs

Audience: All POD members, New/recent educational developers (5 years or less)

Parlor A   **Generating Reflective Teaching Statements Through Generative Knowledge Interviews**

1:30 PM - 2:45 PM   *Kate Flom Derrick, Northwestern University; Lauren Woods, Northwestern University*

Teaching statements are an important reflective document but can be challenging for graduate students and postdoctoral fellows to write because of their limited teaching experience. In this interactive session, we will demonstrate how we engage graduate students and postdoctoral fellows in structured reflection and writing through the Generative Knowledge Interviewing (GKI) process to help them gain confidence in writing teaching statements and uncovering tacit knowledge and experiences related to their identities as instructors. During this session, participants will engage in the GKI process and consider how they might adapt it to their own programs.

Topics: Teaching & Learning, Faculty Professional Development

Audience: Graduate students, post-docs, or those supporting this population, All POD members

Skyline II   **Greasing the Rails: Lowering Barriers for Faculty Engagement in SoTL**

1:30 PM - 2:45 PM   *Chad Hershock, Carnegie Mellon University; Marsha Lovett, Carnegie Mellon University; Hillary Hettinger Steiner, Kennesaw State University; Nancy Chick, University of Calgary*

The benefits of faculty engaging in SoTL are well articulated in the literature. However, faculty encounter various challenges to adopting SoTL practices. Some challenges are universal; others are context-specific. Regardless, CTLs play a pivotal role in crossing this threshold and developing these habits. In this session, three CTLs highlight how they "grease the rails" by supporting faculty engagement in SoTL, including their approaches to motivating engagement, educating on rigorous yet efficient approaches, facilitating data collection and analysis, and disseminating results. In a series of roundtable discussions, participants will exchange and generate additional, transferable strategies aligned to various institutional contexts.

Topic: Assessment

Audience: All POD members, Administrators

Broadway III   **Inclusive Teaching Means Inclusive Grading Practices Too**

1:30 PM - 2:45 PM   *Deborah Meizlish, University of Michigan; Stacy Grooters, Boston College*

As educational developers work to foster inclusive teaching across educational institutions, it is important to include testing, assessment, and grading practices as part of that work. To lead change in this area, educational developers need access to frameworks, resources, and strategies that can help them situate grading and assessment in larger conversations about diversity and inclusion. This session will engage educational developers in conversations and activities designed to foreground questions of diversity and inclusion in considerations of assessment and grading practices. Participants will leave with bibliographies, sample activities, and examples of practice that can be used at their own institutions.

Topics: Teaching & Learning, Faculty Professional Development

Audience: All POD members

Parlor C   **Leading Changes in Teaching through an Implementation Science Perspective**

1:30 PM - 2:45 PM   *Gary A. Smith, University of New Mexico, School of Medicine*

When ill, you anticipate treatment with evidence-based protocols and full recovery. By analogy, why hasn't dissemination of evidence-based instructional practices led to broader faculty adoption to generate the learning outcomesof theevidential research studies? Implementation science, developed to understandtransfer ofresearch to practice to outcomes in healthcare, has expanded to other fields. It provides a framework for understanding changes in teaching and learning as a complex interplay of faculty and organizational development. Informed by this process framework, customized for higher education, participants will share insights and build action plans for their institutions for improving teaching practice and student outcomes.

Topics: Organizational Development, Faculty Professional Development

Audience: All POD members

Galleria III   **Leading and Integrating Change in Teaching and Faculty Development Practice**

1:30 PM - 2:45 PM   *Mary Deane Sorcinelli, University of Massachusetts Amherst; Emily Miller, Association of American Universities; Jennifer Frederick, Yale University*

Capacities to lead organizational change efforts to improve undergraduate teaching and learning and the profession of faculty development are inextricably linked together. In both areas (echoing the conference theme), change is happening and leadership matters. In this interactive session, we will explore the common ground that binds them. Participants will trace the connections between leading institutional change efforts in teaching and learning and in faculty development; identify goals shared by these linked ventures; and explore with colleagues strategies for creating greater synergy among faculty developers, faculty members, administrators, and other stakeholders to promote long lasting change on our campuses.

Topics: Faculty Professional Development, POD Professional Development

Audience: All POD members

Skyline I   **Marching in the Same Direction: An FLC with ROTC Instructors.**

1:30 PM - 2:45 PM   *Janel Seeley, University of Wyoming; Samuel Shearer*

CTLs have opportunities to reach out to broad and diverse populations in their programming efforts. One such population is ROTC faculty. On many campuses ROTC programs seem somewhat separate from the mainstream operations of the university. Therefore, we created a faculty learning community that has led to best practices for our ROTC instructors and built relationships between ROTC and other faculty campus wide. In this workshop we will share our story of relationship building and will engage you in activities to consider ways in which you might develop relationships with your ROTC.

Audience: All POD members, Institutions with ROTC programs

Broadway IV   **Pursuing Campus Culture Change: Critical Connections for Inclusive Teaching**

1:30 PM - 2:45 PM   *Molly P Hatcher, University of Texas at Austin; Laura Struve, University of Texas at Austin; Christine Simonian Bean, Columbia University; Adria Battaglia, University of Texas at Austin*

Educational developers from two centers for teaching guide participants in developing strategies for advancing a campus culture of inclusive teaching and learning by collaborating with campus partners at various stages of resource development. Evolutionary theory and emergent strategy inform this process, highlighting the importance of (1) seeing the university as a multi-level system that must be targeted at all levels in order to affect change; (2) engaging a robust variety of campus partners in order to provide the greatest benefit; and (3) having educational developer facilitators at the helm who are proactive, agile, and able to engage campus stakeholders broadly.

Topics: Faculty Professional Development, Graduate Student Professional Development

Audience: Seasoned educational developers, New/recent educational developers (5 years or less), Graduate Students, post-docs, or those supporting this population

Broadway II   **Using Assessment Evidence to Inform Curricular Change**

1:30 PM - 2:45 PM   *Kathleen Langan Pusecker, University of Delaware; Claudia J Stanny, University of West Florida; Kevin R Guidry, University of Delaware*

This facilitated discussion will focus on how Centers for Teaching and Learning (CTLs) use assessment evidence to select professional development activities and lead organizational change. CTLs and assessment units are natural allies for initiatives related to assessment of student learning, curriculum revision, and organizational change. This session showcases collaborative activities to facilitate campus initiatives motivated by assessment evidence. Colleagues from two universities will share how assessment evidence informs decisions about faculty development. Colleagues from one university will discuss efforts to revise general education curriculum while colleagues from the other university discuss initiatives to promote more learning-centered teaching strategies in STEM.

Topics: Programs, Faculty Professional Development, Organizational Development

Audience: Administrators, All POD members

Parlor B   **Using COPUS to Monitor Course Transformation Projects**

1:30 PM - 2:45 PM   *Christine Hartman, Wayne State University; Sara Kacin, Wayne State University; Mathew Ouellett, Cornell University; Andrew Feig, Wayne State University*

Are you looking for a way to support course transformation projects on your campus? This session explores the use of the Classroom Observation Protocol for Undergraduate STEM (COPUS) as an innovative way to engage instructors and encourage the adoption of evidence-based teaching practices through classroom observations. In this interactive session, participants will practice using COPUS and discuss how classroom observation data is used to guide faculty reflection, evaluation, and dissemination of course reform projects.

Topics: Assessment

Broadway I	**Using Technology to Advance CTL Leadership and Equity Goals**
1:30 PM - 2:45 PM	*Patricia E Delgado, Florida International University; Leanne E Wells, Florida International University*

Changes are underway in higher education, many driven by technology and with important implications for teaching and learning. Yet faculty development still remains largely on the margins. This session argues we can leverage technological innovations to bring CTLs into decision-making roles, and asks: How might you or your CTL center use technology as your "in"? We will discuss the evolution and composition of an initiative that helped to bring our center into an embedded leadership role. Participants will identify opportunities at their own institutions, identify essential steps in fostering partnerships and collaborations on their campuses and develop an action plan.

Topics: Organizational Development, Start-up, Technology

Audience: Administrators, All POD members

Plaza Foyer	**Coffee Break**
2:30 PM - 3:00 PM	

Research Presentations 3:00 PM – 4:15 PM

Directors Suite	**An Evidence-Based Process Model for Graduate Student Teaching Development**
3:00 PM - 3:35 PM	Session A

Devon Donohue-Bergeler, University of Texas at Austin

This session introduces an evidence-based model developed from a study of nine GSIs' uptake of drama-based pedagogy and the factors that helped or hindered their engagement with relevant concepts and techniques. A formative experiment study design, ethnographic data collection, and a grounded theory approach to qualitative data analysis yielded a process model of how experienced GSIs engaged with an innovative pedagogy. This theoretical model has implications for educational development. By identifying conditions that affect engagement, educational developers can account for and influence these factors to strive towards desirable outcomes of GSI engagement as well as more frequent engagement.

Topics: Research, Teaching & Learning

Audience: Graduate students, post-docs, or those supporting this population, All POD members

Directors Suite	**How GTAs' Peer-to-Peer Interactions Shape their Experiences with Teaching Preparation**
3:40 PM - 4:15 PM	Session B

Kirk S. Robinson

There is little exploration of GTAs' peer-to-peer interactions in formal teaching preparation courses. This research presentation explores how peer-to-peer interactions shaped GTAs' experiences in a preparation course. Data collection yielded fieldnotes from 21 sessions, 18 interviews between seven GTAs (and the seminar instructor) hailing from various academic disciplines, and documents for review. Results showed GTAs' group behavior, created in interaction with each other, often generated teaching and learning experiences that did not always model best teaching practices. Influencing GTAs' group behavior were social structures promoting efficiency. Implications and guidelines for instructors of preparation courses will be discussed.

Audience: Graduate students, post-docs, or those supporting this population

Studio Suite	**Open-Mindedness in Intergroup Dialogue: Varying Levels, Varying Experiences**
3:00 PM - 3:35 PM	Session A

Grant Jackson, University of Michigan

Teaching and learning in higher education can be optimized as instructors and faculty developers utilize theory and research to inform their practice. In the current political climate, this integration of theory, research, and practice is especially relevant to courses and pedagogies designed to promote diversity, equity, and inclusion. Guided by pedagogical and student development theory, this study illuminates ways in which "more" and "less" open-minded students experience semester-long, credit-bearing intergroup dialogue differently. These results have implications for intergroup dialogue pedagogy and practice, but can also inform other diversity, equity, and inclusion efforts that engage individuals with varying levels of open-mindedness.

Topics: Teaching & Learning, Diversity, Intergroup Dialogue

Audience: All POD members

Studio Suite	**Faculty Barriers: Exploring Factors Impeding the Use of Evidence-based Practices**
3:40 PM - 4:15 PM	Session B

Hannah G Sturtevant, University of Virginia; Lindsay Wheeler, University of Virginia

As institutions emphasize faculty use of evidence-based instructional practices (EBIPs), various faculty barriers and perceptions hinder that process. We developed and piloted a survey instrument to delineate university faculty perceptions of barriers to using evidence-based practices and examine the composition and sources of faculty professional identity. Our results suggest the following may reduce faculties' barriers to implementing EBIPs: developing a strong teaching community, helping faculty connect to the university as a whole, and working with departments to better support EBIPs. This instrument will be able to be used at other institutions to assist with examining and addressing instructional barriers.

Topics: Faculty Professional Development, STEM

Audience: Administrators, All POD members

Roundtable Discussions 3:00 PM – 4:15 PM

Skyline IV	**Analyzing the Impact of Faculty Development: Are Changes Needed?**
3:00 PM - 4:15 PM	*Julie Schrock, Meredith College; Cece Toole, Meredith College*

Organizational development is a goal of faculty developers, and many of us seek to be agents of change at our institutions, but how can we assume this leadership role in a collaborative way that results in buy-in from faculty and administration? This session provides the opportunity to analyze and discuss current activities and projects based on the four levels of impact (Weston, Ferris, & Finkelstein, 2017) and consider how the faculty developer's time and institutional resources could be used more effectively to support organizational change.

Topic: Start-up

Audience: Small colleges and universities, Faculty (conference attendees who are faculty and also part-time developers)

Park   **Initiative Fatigue: Helping Faculty Navigate Seismic Shifts Across Campus**

3:00 PM - 4:15 PM   *Shaun Longstreet, Marquette University; Amber Young-Brice, Marquette University*

Faculty face difficult pressures on several fronts. With ever larger classes, less resources, and increased demands for research, they are then confronted with curriculum initiatives from college administration. Often received as ill-informed, bureaucratic busy-work, these initiatives are usually motivated by well-researched evidence, undeniable economic or demographic changes, new federal/state guidelines, and/or a well-established faculty movement. This interactive roundtable is an opportunity for those of us who manage from the middle to exchange information on alleviating 'initiative fatigue', on best communicative practices and innovative strategies for engaging faculty constructively as our institutions continue to adapt for the 21st Century.

Topic: Organizational Development

Audience: Seasoned educational developers, Administrators

Senate Suite   **Leading with Purpose: Creating Feasible Institutional Partnerships for Inclusive Teaching Excellence**

3:00 PM - 4:15 PM   *Tam'ra-Kay Francis, University of Washington; Sara Nasrollahian Mojarad, University of Tennessee, Knoxville; Nadja Johnson, Clark University*

Recent trends in educational development demonstrate an increased need for providing ongoing programming and resources on inclusive teaching practices to support instructional faculty. In this interactive roundtable discussion, we discuss the ways educational developers, academic colleagues and student affairs professionals can work in tandem to provide inclusive learning experiences for all students and drive institutional change.

Topics: Faculty Professional Development, Organizational Development

Audience: All POD members, Administrators, Small Colleges and Universities; Historically Black Colleges and Universities

Skyline III   **Successful Models of Graduate Student Teaching Certificates and Pedagogy Courses**

3:00 PM - 4:15 PM   *Jennifer E Weaver, California Institute of Technology; Olivia Harper Wilkins, California Institute of Technology*

There is growing evidence that teaching positively impacts research and that graduate student instructors are more likely to graduate in a timely manner and secure faculty positions. Graduate students are hungry for learning opportunities, such as pedagogy courses, that will not only serve them well in graduate school teaching, but in careers beyond. In this roundtable discussion, participants will be guided to share successful models for engaging graduate students in several ways: through pedagogical courses, certificate programs, and other hybrid models that provide structured teaching professional development. Come build community around shared best practices for serving graduate students.

Topics: Programs, Teaching & Learning

Audience: Graduate students, post-docs, or those supporting this population, All POD members

Executive Suite   **The Robots Are Coming - Integrating Prosocial Education in Higher Education**

3:00 PM - 4:15 PM   *Gillian Parrish, Lindenwood University*

POD-U Session

Global leaders are preparing for AI to transform the landscape of labor in the 21stcentury. One of our roles in higher education will be to cultivate core human skills, including social-emotional intelligence. This task opens possibilities for an ethics of care that can shape our relations and creations for a healthier society. Informed by POD values and expertise, we are poised to help lead in integrating ethical emotional intelligence in higher education. This roundtable will consider how the prosocial dimension can boost student engagement and learning and will explore and generate examples of prosocial learning activities in various disciplines.

Topics: Teaching & Learning

Cabinet Suite	**Toward (More) Distributed Leadership: Creating Equitable Faculty-Staff Collaboration for Organizational Change**
3:00 PM - 4:15 PM	*Robert Routhieaux, Hamline University; Jane E. Turk, Hamline University*

In this discussion-based roundtable session, participants will surface and examine dominant narratives about staff in Centers for Teaching and Learning (CTLs) and other staff who contribute to educational and organizational development efforts both at their home institutions and in the broader public conversation about the changing landscape of higher education. The goal of the session is to provide participants an opportunity for reflection and dialogue that will inform action steps and key questions they can bring back to their home institution to help reframe and maximize the capacity and value of faculty-staff collaboration on their campus.

Topics: Faculty Professional Development, Organizational Development

Audience:All POD members

Interactive Sessions 3:00 PM – 4:15 PM

Grand Ballroom I   **How to Use Student Feedback Fairly When Evaluating Faculty**

3:00 PM - 4:15 PM   *Ken Ryalls, IDEA*

Vendor Session

Most colleges use some form of student feedback, usually end-of-course student ratings, in an attempt to gather student perceptions of faculty teaching effectiveness. This student feedback is then incorporated into the faculty evaluation process, often in a clumsy or unfair way. We will discuss effective and fair ways of using SRI data, including issues of survey quality, dealing with bias, and effective inclusion of peer/self evaluations and course artifacts into the decision making process.

Audiences: Administrators; Faculty

Topics: Assessment; Organizational Development

Pavilion East

Reconceptualizing the Principles of Effective Undergraduate Education: An Updated Perspective

3:00 PM - 4:15 PM

Todd Zakrajsek, University of North Carolina at Chapel Hill; Steven Taylor, American Council on Education (ACE)

Vendor Session

This past year marked the 30th anniversary of the landmark educational publication of ‚ÄúSeven Principles of Effective Undergraduate Education." Much has happened in higher education over the past 30 years. Globalization, interconnectedness, and availability of information through handheld devices are occurring today in ways that could not have been conceived of thirty years ago. In addition, research has advanced both how best to teach and how students learn. This concurrent session will be a summary and interactive discussion regarding the findings from a three-day international summit focused on updating the principles of effective undergraduate education. In addition, a model resulting from the work accomplished will be given to all session participants.

Topics: Teaching & Learning, Faculty Professional Development

Audience: All POD Members

Galleria II

Beyond Teaching: Holistic Educational Development Using the Chakra System

3:00 PM - 4:15 PM

Michele DiPietro, Kennesaw State University

Several authors have drawn attention to issues of faculty burnout (Berg & Seeber 2016), happiness in academia (Robinson 2013), and the need for mindfulness (Palmer & Zajonc 2010). Therefore, there is a need for programs in areas beyond teaching, such as wellness, mentoring, career development (early/mid/late career programs), leadership development, and work/life balance. Expanding services in those areas is a priority for center directors (Beach et al. 2016). In this session, we will use the chakra framework, an inventory of key areas of human development, as a springboard for designing a comprehensive holistic development program tailored to specific institutional contexts.

Topics: Programs, Diversity

Audience: All POD members

Parlor A   **Building Unit Development Consultation Skills for Organizational Change**

3:00 PM - 4:15 PM   *Teresa A. Johnson, The Ohio State University; Stephanie V. Rohdieck, The Ohio State University; Wayne Jacobson, University of Iowa*

Increasingly education developers consult with units/departments on initiatives such as curriculum development or program assessment, which necessitates facilitating change beyond individual faculty or course-level initiatives. Unit Development (UD) involves multiple stakeholders and recognizes the need for collaborative participation of an entire instructional community. In this situation, we often find that our consulting skills for individual instructors are insufficient. Presentations at previous POD conferences confirm that many are doing this work and struggling with challenges such as managing power dynamics, building consensus, and negotiating among competing visions for change. This session provides opportunities for consultants to learn and practice UD skills.

Topic: POD Professional Development

Audience: Seasoned educational developers, All POD members

Pavilion West   **Centers as Proactive Change Hubs: Processes for Scaling Up Change**

3:00 PM - 4:15 PM   *Connie M Schroeder, UW-Milwaukee; Diane Reddy, UW-Milwaukee*

Large institutional initiatives often intersect with teaching and learning improvement: student success, general education reform, literacy, online learning, inclusivity, retention, etc. However, these calls for wide-scale change cannot gain traction simply through grassroots or typical Center services. Increasingly, institutions recognize Centers can inform and lead complex change processes. Instead of reacting to change, proactive Center leaders can use institutional data to stimulate faculty ownership of change and empower departmental structures to sustain their teaching improvement. How can Centers proactively scale-up change within cohorts? Center strategies, departmental data from a Student Success Initiative, and the multi-dimensional Center role are presented.

Topics: Programs, Teaching & Learning

Audience: Large colleges and universities, Seasoned educational developers, Department Chairs

Broadway IV   **Diversity of Student Identities: Implications for Learning and Teaching**

3:00 PM - 4:15 PM   *Stanley Lo, University of California San Diego*

At its core, identity seems to be an amorphous construct: There is something more than opportunity, experience, or aptitude at play that influences how students might engage or fail to engage in learning.This interactive session will explore the diversity of student identities and its implications for learning and teaching in higher education. Participants will discuss how to implement evidence-based teaching practices that can help foster an inclusive learning environment in their classrooms.

Topics: Faculty Professional Development, Teaching & Learning

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Galleria III   **Effective Teaching Practices: Student Retention in STEM**

3:00 PM - 4:15 PM   *Deborah Walker*

Students frequently cite poor teaching as a reason for leaving a STEM major. To remedy this situation, our center custom designed a workshop series for new faculty in the College of Engineering & Computing. This presentation will guide participants through the design and development process of a faculty development series addressing quality teaching to improve student retention. Participants will have the opportunity to draft a workshop agenda applicable to their university context. While this workshop was custom designed for a STEM college, the design, content and teaching strategies incorporated apply to any discipline interested in "good" teaching.

Topics: STEM, Teaching & Learning

Audience: New/recent educational developers (5 years or less), All POD members

Galleria I	**Improving Student Success through FYE and TLC Partnerships**
3:00 PM - 4:15 PM	*Chris Hakala, Springfield College; Christine Harrington, Middlesex County College*

During this highly interactive session, participants will explore how Teaching and Learning Centers and First-Year Experience department partnerships can increase student success. The focus will be on what academic skills contribute to increased student success and how professional development can play an important role in helping students develop these essential skills. Participants will walk away inspired about how a TLC and FYE partnership can help students achieve their goals and graduate and with specific professional development strategies they will be able to immediately put into action on their campus.

Topic: Teaching & Learning

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

Broadway III	**Leading During Difficult Discussions: Strategies for Faculty and Students**
3:00 PM - 4:15 PM	*Aviva Bower, University at Albany SUNY; Kimberly Van Orman, University at Albany SUNY*

Thoughtful intellectual discussions are at the heart of learning in higher education, but in the current political and social moment many students struggle to manage their own and others' reactions when topics like immigration, trans rights, or gun policy become part of the discussion. Even when controversy is a planned part of the course, faculty may let discussion run away from them rather than lead the discussion productively. This session provides a framework for honoring students' emotional responses and five strategies for managing difficult discussions, so that faculty can teach students how to slow down and learn from controversy.

Topics: Faculty Professional Development, Teaching & Learning, Difficult Discussions

Audience: All POD members

Broadway II   **Leading for Change: Strategies for Helping Your Faculty Utilize Assessment Data to Improve Teaching & Learning**

3:00 PM - 4:15 PM *Michael Reder, Connecticut College*

Conversations about assessment often turn out to be conversations about effective teaching and significant student learning. Educational Developers can and should play a key role in leading their campuses and helping colleagues critically reflect upon and utilize evidence about student experiences to improve faculty teaching and student learning. Participants will: 1) briefly consider their own campus's current use of data; 2) learn about three framing principles & three key strategies for helping faculty use evidence; 3) consider a variety workshops that have successfully utilized these ideas; 4) apply these principles and strategies to potential programming; leave with "immediate next" steps

Topics: Organizational Development, POD Professional Development

Audience: All POD members

Parlor B   **Observing Practitioners in Practice: A Case Study of Faculty Developers**

3:00 PM - 4:15 PM *Catherine Haras, California State University, Los Angeles; Emily Daniell Magruder, California State University; Steven C. Taylor, American Council on Education; Debbie Hecht, City University of New York*

How do faculty developers think about and deliver PD programming? How do developers regulate their own professional behaviors? In 2017-18, a cross-case study investigated developers' work at six higher education institutions (four campuses in California and two in New York). Each campus director of faculty development implemented an evidence-based educational development program, then allowed work patterns to be observed. An independent researcher examined how the implementation of PD activities across colleges supported faculty participants to change teaching practice. The study uniquely examines the role that self-regulation, including metacognition, plays in catalyzing change as measured by developers' own perceptions of their professional responsibilities and identities.

Topics: Faculty Professional Development, Assessment

Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members, Administrators

Parlor C   **Online Resources to In-Person Transformations: Leveraging "Instructional Moves" in Local Contexts**

3:00 PM - 4:15 PM   *Josh Bookin, Harvard Graduate School of Education; Allison Pingree, Harvard University*

Online resources and programs for improving pedagogical practice are permeating the higher education landscape. Articulating best practices for using such offerings, Wright et al. (2016) urge educational developers to "leverage on-campus resources" and "attend to institutional context and audience." This session will engage that work of adaptation and application, drawing on a free, online, video-rich resource designed for both independent and guided use. After exploring selections from the site, participants will brainstorm in topic-based groups and create plans for translating these online resources to in-person practice, leaving with concrete strategies tailored for use at their home institutions.

Participants are encouraged to bring a laptop or tablet, if possible.

Topics: Graduate Student Professional Development, Teaching & Learning

Audience: All POD members

Forum Suite   **Strategies for Bridging the Novice-Expert Gap among Student Readers**

3:00 PM - 4:15 PM   *Jonah M Johnson, Harvard University; Adam G Beaver, Harvard University*

Instructors have strong intuitions about what they expect students to be able to do with their assigned readings. Yet these expectations often go unarticulated, meaning that students arrive in class having read for basic comprehension, but not having prepared to perform the higher-order acts-summary, critique, comparison, etc.-which are the instructor's actual priority. We will share our solution to this problem: a method of teaching instructors to deconstruct their own reading practices, to name each of the "moves" which they make as expert readers, and to design small interventions which render their disciplinary modes of reading more transparent to students.

Topics: Graduate Student Professional Development, Teaching & Learning

Audience: Faculty (conference attendees who are faculty and also part-time developers), Graduate students, post-docs, or those supporting this population

Skyline I	**Supporting Faculty through Active Learning Transformations: Lessons Learned and Recommendations**
3:00 PM - 4:15 PM	*Jennifer Ogg Anderson, University of Louisville; Marie Kendall Brown, University of Louisville*

The benefits of active learning are numerous and well-documented in research, including heightened student performance, increased classroom engagement, and enhanced learning outcomes. Nevertheless, faculty must adopt new pedagogical approaches and technical skills to be effective teaching in active learning classrooms (ALCs). This presentation will describe how one teaching center developed plans to prepare faculty for the opening of a state-of-the-art classroom building with more than 20 ALCs. Participants will identify key strategies for promoting active learning pedagogies, including offering face-to-face and online training options, at their own institutions.

Topics: Teaching & Learning, Start-up

Audience: All POD members

Broadway I	**Sustaining Faculty Development Programs at Small Colleges: Theory & Practice**
3:00 PM - 4:15 PM	*Kevin M Gannon, Grand View University; Roxanne Greitz Miller, Chapman University; Jason Craig, Marymount 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.

Topics: Assessment, Programs

Audience: Small colleges and universities, Seasoned educational developers

Skyline II

The SoTL Scaffold: Supporting Evidence-Based Teaching Practice in Educational Development

3:00 PM - 4:15 PM

Hillary Steiner, Kennesaw State University; Laura Cruz; Brian Smentkowski, University of Idaho

Just as educational developers encourage faculty to use scaffolding when teaching complex concepts, we can scaffold our educational development efforts to support faculty. In this interactive session participants will plan how to work with faculty where they currently are in their SOTL work. We'll provide a SOTL scaffold model so participants can analyze their current campus culture and determine in what ways, if any, faculty are integrating SOTL into their teaching practices. Based on this analysis participants will then work in small groups as they develop a planning toolkit for their campus that meets the needs of their campus audience.

Topics: Programs, Organizational Development

Audience: Administrators, Seasoned educational developers

Council Suite

Three for One!: Developing Leadership to Foster Inclusive Classrooms

3:00 PM - 4:15 PM

Linda McGuire, Muhlenberg College; Cathy Kim, Muhlenberg College; Brooke Vick, Muhlenberg College; Jenna Azar, Muhlenberg College

Acquiring skills to identify and address issues of diversity and inclusion are increasingly critical outcomes of undergraduate education. Development programs designed to support the cultivation of these skills must find ways to include all campus constituencies. This session provides an overview of successful collaborative programming at a liberal arts college involving three campus groups, with distinctive objectives, audiences, and resources, to accomplish a unified goal of developing multicultural competencies and fostering an inclusive campus climate. Participants will learn how developers can facilitate broad engagement in learning about inclusive pedagogies, enhance the power of the collective, and bring about long-range, systemic change.

Topics: Organizational Development

Atrium Ballroom

Introduction to the POD Network for First-Time Attendees

4:30 PM - 5:30 PM

Pavilion East

POD Network Welcome Reception (Cash Bar)

5:00 PM - 6:15 PM

Grand Ballroom I

Conference Dinner: Welcome and President's Address

6:30 PM - 8:00 PM

Friday, November 16

Friday's Highlights

7:30 AM - 8:45 AM	**Birds of a Feather (BoF) Sessions** (various locations)
9:00 AM - 10:15 AM	**Career Fair** (Captain Gray Ballroom, Duniway Hotel)
10:30 AM 12:00 PM	**Plenary Session** (Grand Ballroom I and II)
3:45 PM - 5:00 PM	**Poster Sessions** (Atrium Ballroom)
5:15 PM - 6:45 PM	**Resource Fair and Reception** (Pavilion East and West)
7:00 PM - 8.30 PM	**POD Network Awards Banquet** (Grand Ballroom I and II)
8:30 PM - Midnight	**Dance Party / Karaoke** (Atrium Ballroom)

6:00 AM - 7:00 AM	**Yoga** (Skyline II)
7:00 AM - 7:30 AM	**Running and Walking.** Depart from Hilton Lobby.
7:00 AM - 7:45 AM	**Meditation** (Skyline IV)
7:00 AM - 8:45 AM	**Conference Breakfast** (Grand Ballroom I and II)
9:00 AM - 5:00 PM	**Vendor Exhibit**, Plaza Foyer
5:00 PM - 5:45 PM	**Running.** Depart from Hilton Lobby.

Birds of a Feather (BoF) Sessions 7:30 AM – 8:45 AM

Broadway III	**Adjunct/Part-Time Faculty Support**
7:30 AM - 8:45 AM	*Teresa Focarile, Boise State University; Thomas McManus, Harrisburg University of Science and Technology*

Join us for a chance to share challenges and offer solutions to common issues that arise when supporting adjunct/part-time faculty. Using a "pass the problem" model, each participant will have a chance to share a challenge they have when creating programs to support adjunct faculty and get strategies from others as to how to overcome it. Participants will also be invited to join the Adjunct/Part-Time Faculty support listserv to continue conversations. Both new and seasoned educational developers will walk away with new ideas, as well as a community of fellow educational developers with whom to continue the collaboration.

Council Suite   **All Things to All People: Transforming Teaching & Learning as a Center of One**

7:30 AM - 8:45 AM   *Marina Smitherman, Dalton State University; Rod McRae, University of West Georgia*

Centers for Teaching and Learning must be responsive to institutional goals and priorities at the same time as working with faculty to encourage transformative teaching & learning. This brings many challenges when functioning as a Center of One. This session is designed to bring together lone faculty developers to create a supportive community and facilitate a discussion of shared strategies for coming in from the margins, prioritizing programming, maximizing resources, and preventing burnout.

Broadway IV   **Bridging the Gap through Interprofessional Education**

7:30 AM - 8:45 AM   *Marsha Ham, A.T. Still University; Tazin Daniels, University of Michigan*

The new Healthcare Educational Developers SIG invites all who are currently involved in or who are thinking about getting involved in healthcare clinical educational development by building out or sponsoring interdisciplinary and/or Interprofessional Education activities to join in a lively BoF discussion. Let's talk about what's working, challenges that can surface, the value of bringing students together across disciplines to learn with and from each other in team settings or environments, and how these efforts can and are affecting the preparation of students and the evolving direction of higher education.

Skyline I   **Challenges and Opportunities in STEM Faculty Development**

7:30 AM - 8:45 AM   *Ken Yasuhara, University of Washington, Engineering Teaching & Learning; Ken Griffith, Texas Tech University*

How can we help ourselves, our colleagues, and our leadership better understand what makes STEM faculty development special? Faculty developers who work with STEM educators are invited to discuss the challenges and opportunities that are particular to faculty development tailored to those disciplines. We will facilitate discussion on what drives STEM faculty development advocacy at our institutions, student success and retention, and faculty retention. We will discuss specific strategies our centers employ to build community among STEM faculty and share the types of programming, techniques and literature used to improve STEM-specific instruction and student outcomes.

Pavilion East   **Contemplative Practices & Pedagogy**

7:30 AM - 8:45 AM   *Kathryn Byrnes, Bowdoin College; Jonathan Hunt, University of San Francisco*

In this session, participants will be invited to share contemplative practices and examples of contemplative pedagogy used to benefit the work of educational developers, faculty, students, and staff. We will dialogue about our experiences, questions, and challenges and engage in a few contemplative practices together.

Parlor B   **Educational Development in State Systems**

7:30 AM - 8:45 AM   *Chris Price, SUNY Center for Professional Development; Emily Daniell Magruder, California State University*

Many state systems of higher education have programs that cross-cut all of the campuses in their system or people who are responsible for developing and delivering system-wide educational development programs. In this session, we welcome anyone who is interested in sharing ideas for system-wide educational development programs or who want to network with those working in state system centers or in that capacity on a campus.

Galleria III   **Fostering Partnerships to Support Educational Development**

7:30 AM - 8:45 AM   *Amy B. Chan-Hilton, University of Southern Indiana; Elizabeth Harris, University of Wisconsin Madison*

Participants are invited to discuss how they might develop, or have established, strategic and proactive partnerships to advance educational development goals. These partnerships can be viewed through multiple lenses. Mindset and culture change related to instructional practices and faculty work takes time, and careful cultivation is needed at the group and individual levels.

Directors Suite   **Inclusive Pedagogy**

7:30 AM - 8:45 AM   *Josh Trout, California State University - Chico; Whitney Scott, California State University, Northridge*

How do we deconstruct class policies, the syllabus, teaching strategies, and word choice so that what results are inclusive practices that build connections toward student success? Let's discuss how to guide faculty through the journey of understanding the pedagogical practices that can be perceived by students as either inclusive or exclusive.

Galleria II   **Intercultural Competency**

7:30 AM - 8:45 AM   *Lillian Nave, Appalachian State University; Tara Harvey, True North Intercultural*

The goal of this session is for educational developers to engage in conversation about how best to support an institutional mission to enhance intercultural competency among faculty and students. As higher education institutions becoming increasingly affected by globalization, internationalization, and diversity, campus teaching and learning centers (CTLs) are called upon to provide faculty development related to high impact practices in the area of Diversity/Global Learning (Kuh, AAC&U, 2008).

Broadway II   **Intersections of Faith and Educational Development**

7:30 AM - 8:45 AM   *Kyle Vitale, Yale University; James Lang, Assumption College*

How does spiritual identity impact our goals for educational development and the approaches we employ? How can the practices and beliefs of faith traditions, manifested through institutional identity or our own spirituality, positively impact CTL programming? This session welcomes participants to discuss strategies for the positive impact of faith on faculty development, inclusivity, student formation, and more.

Broadway I   **Learning Spaces and Teaching Faculty**

7:30 AM - 8:45 AM   *Wiebke Kuhn, Auburn University; Eric J. Fournier, Samford University*

Active learning spaces are increasingly important in higher education; accompanying faculty development is essential. We want to invite a candid exchange of ideas on opportunities and challenges when designing spaces and designing faculty development for such spaces.

Parlor C   **Responsive Faculty Development in the Current Political Climate**

7:30 AM - 8:45 AM   *Sarah Holt, The Ohio State University; Tammy McCoy, Georgia Institute of Technology*

Recent years have witnessed increasing numbers of socio-political flashpoints, ranging from campus specific bias incidents to national movements. This session will bring together educational developers for a conversation around the responsive role that developers might play in supporting faculty who provide significant emotional labor in service to targeted communities of students, assisting those who feel targeted themselves due to their identities, and helping each other as these events continue to shape our practice.

Forum Suite **Sustaining and Developing as Directors of Centers for Teaching and Learning**

7:30 AM - 8:45 AM *Christine Rener, Grand Valley State University; Erika Kustra, University of Windsor*

As a director of a center for teaching and learning (CTL), what issues do you face, and how do you continue to develop and sustain yourself? We will discuss challenges and share approaches we have found useful to for continued development. Issues we can discuss include: addressing challenges as a seasoned/experienced director, leading institutional changes, resilience, staying fresh, professional development opportunities, and where to go from here.

Galleria I **Taking Flight: Opening or Revitalizing a Center for Teaching & Learning.**

7:30 AM - 8:45 AM *Laura Cruz; Brian Smentkowski, University of Idaho*

Whether you are opening a new center or revitalizing an existing center for teaching & learning, this session will create a community of those doing this challenging work and provide an opportunity to network with others who have opened or revitalized successful centers. Facilitators and participants (regardless of rank or position) will discuss the challenges and opportunities of opening or revitalizing a center, and share strategies for aligning with institutional priorities, conducting needs assessment, building supportive networks, prioritizing goals and programming, and organizational development by cultivating a campus culture that supports excellence in teaching and learning.

Parlor A **Teaching with Technology: Tools in a Toolkit**

7:30 AM - 8:45 AM *Nicholas Yates, Zayed University; Brad Wheeler, Boston University*

Higher education courses are dynamic with problems arising in which technology may be one part of the solution. This BoF session will be a Carousel styled session in which we have audience driven topics/problems to which we all start to contribute technological based discussion/solutions. This is your chance to share technology tips and strategies or put your problem to the audience and get diverse feedback towards a solution.

Pavilion West	**Using the Science of Learning to Help Faculty Become Better Teachers**
7:30 AM - 8:45 AM	*Mandy Hall, Butler University; Jordan Troisi, Sewanee: The University of the South*

Scholarship on the science of learning focuses on empirical research, theoretical implications, and practical applications related to how people learn and remember, particularly in the classroom. In this BoF session, attendees with share challenges they have encountered incorporating learning science into their faculty development initiatives and will explore potential solutions to those challenges. Some questions for discussion include: What do we know about how people learn? How can we implement faculty development programming that is consistent with empirical research on learning and memory? In what ways can we dispel faculty myths about learning that may be informing their teaching practices?

Career Fair

9:00 AM - 10:15 AM **Captain Gray Ballroom**	*Note: The fair will be held in The Duniway Hotel (across the street from the conference hotel)!*

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.

Research Presentations 9:00 AM – 10:15 AM

Studio Suite	**Impostor Phenomenon in Educational Developers: Prevalence and Manifestations**
9:00 AM - 9:35 AM	Session A

Kristin J Rudenga, University of Notre Dame; Emily O Gravett, James Madison University

While impostor syndrome or impostor phenomenon ("IP") is rampant in higher education, no previous study has investigated the experiences of IP among educational developers. In this session, we will share the results of our 2017 survey of 156 educational developers, which describe the extent and manifestations of their experience with IP. We will describe the factors and experiences that contribute to IP among educational developers, focusing on those that are distinct to the field. Participants will have a chance to reflect on and discuss the ramifications of this study for themselves and their work in the field.

Topics: Diversity, Research

Studio Suite	**Long-term Impacts of Professional Development in Early-career Faculty**
9:40 AM - 10:15 AM	Session B

Jessica Middlemis Maher, University of Wisconsin-Madison

Hallmarks of successful faculty professional development often include immediate gains in adoption of evidence-based teaching approaches. However, less is known about long-term implementation, particularly when contextualized within departmental and institutional values and supports. This study uses a longitudinal approach to explore the teaching practice of early-career faculty who engaged in the FIRST IV professional development program as postdocs. Using mixed-methods observational and self-reported metrics, preliminary results show differences among FIRST IV and paired comparison faculty in their departments, and patterns in departmental support for change. We will present the study design, initial findings, and together explore directions for future analyses.

Topics: Research, STEM

Directors Suite   **An Emerging Model for the Development of Online Teaching Capacity**

9:00 AM - 9:35 AM   Session A

Luciano da Rosa dos Santos, Mount Royal University

The number of online courses offered in higher education institutions is increasing over time, which means that educational development strategies for instructors teaching such courses must also be offered. Although a growing number of studies have been conducted on this topic, few explored how the relationship between instructors, administrators, and educational developers impact the development of online teaching capacity-building processes. This session will report on a case study that explored such relationships. An emerging model that highlights key considerations for such relationships will be presented. Participants will also discuss whether such model could be transferred to their own institutional contexts.

Topics: Technology

Directors Suite   **Your Faculty Have Spoken: Supporting a Teaching & Learning Campus**

9:40 AM - 10:15 AM   Session B

Todd Benson, Harvard University; Laura Cruz

To effectively support faculty, we must understand the issues that they consider to be most pertinent to their work. This presentation will provide some insight into the types of support that faculty describe as critical by summarizing the results of a qualitative analysis of faculty comments from the COACHE Faculty Job Satisfaction Survey (administered to over 200,000 faculty over the past decade). This study asks faculty to describe the one thing their institution can do to improve the workplace for them. In particular, this session delves into a qualitative analysis of their comments related to support for teaching and learning.

Roundtable Discussions 9:00 AM – 10:15 AM

Skyline III   **Blurred Lines: Expanding Faculty Development Capacity Through Cross-Unit Collaborations**

9:00 AM - 10:15 AM   *Jason FitzSimmons, Purdue University; Karen Neubauer; Amy Haston*

When multiple units are responsible for instructional support on a campus, traditional organizational charts can complicate institutional culture change. Collaboration is the watchword (Beach, Sorcinelli, Austin, & Rivard, 2016). But teaching centers are still encouraged to lead (Haras, Ginsberg, Magruder, & Zakrajsek, 2017). How can centers overcome institutional barriers and encourage cross-unit collaborations that expand the capacity of instructional development on our campuses? Facilitators representing several units at Purdue University will foster meaningful discussion in how instructional support personnel can lead in collaborative, "blue ocean" programs rather than compete for faculty time and institutional resources (Kim & Mauborgne, 2014).   Topics: POD Professional Development, Programs

Park   **Collaborating on Graduate Professional Development Through Times of Institutional Change**

9:00 AM - 10:15 AM   *Derina S. Samuel, Cornell University; Colleen M. McLinn, Cornell University*

Professional development for graduate students often occurs in coordination or parallel across multiple units on campus. How do these units - which may include teaching centers, graduate schools, colleges, or departments - view their respective roles? As institutions undergo leadership and mission changes, how do these different units respond? Presenters from two units at a large research institution will share a successful collaborative model, which is evolving in light of recent leadership changes. Roundtable participants will have the opportunity to discuss the effectiveness of their own programs and to identify best practices to maintain program integrity within their changing institutional contexts.

Senate Suite	**Consuming the Literature: Promoting Changes to Practice**
9:00 AM - 10:15 AM	*Suzanna Klaf, Columbia University; Amanda M. Jungels, Columbia University*

Instrumental to our work as educational developers is exposure to the pedagogical literature, providing the foundation upon which we encourage scholarly teaching, reflection, and evidence-based changes to teaching practice among faculty and instructors. How do we help instructors gain pedagogical content knowledge, engage with the pedagogical literature, and draw on the research in their teaching? What impactful readings do we recommend and why? How do we stay current ourselves, and what do we read and incorporate into our own practices? We will discuss these questions, generate a list of must-reads, and share tips for working with instructors.

Topics: Faculty Professional Development, POD Professional Development

Skyline IV	**Navigating the Current Assessment Landscape: Challenges and Opportunities**
9:00 AM - 10:15 AM	*Ronit Ajlen, University of Michigan; Malinda Matney, University of Michigan; Deborah Meizlish, University of Michigan*

Recent media critiques of assessment risk devaluing an important tool for educational reform. How best to respond to these articles? Our roundtable discussion will allow participants to address recent media controversies around assessment and reflect on our own professional practices to develop relationships that set the foundation for assessment work. We hope this roundtable will provide attendees with the tools to influence institutional culture at their universities to be open and deliberate about their assessment needs at all levels of higher learning.

Topics: Teaching & Learning, POD Professional Development

Cabinet Suite	**Sustaining the Courage to Educate with Inclusivity and Equity**
9:00 AM - 10:15 AM	*Kathryn Byrnes, Bowdoin College*

To educate with inclusivity and equity requires an awareness and appreciation of difference. How can faculty developers, faculty, and staff engage in sustained professional development over a year to build, support, and enhance the quality of learning environments for their campus communities? Reflections on the first year of a year-long faculty development program focused on building capacities with inclusivity and equity will be shared with participants. Discussion will focus on the consequences of designing a sustainable approach to educational development in order for campus communities to adapt and evolve to meet the needs of the diverse learners in those communities.

Topics: Diversity, Teaching & Learning, Mindful Reflection

Executive Suite	**The Classroom as Synergistic Space for Faculty Developers**
9:00 AM - 10:15 AM	*Kristina A Meinking, Elon University*

Faculty developers who are also faculty members often research new ideas and practices in teaching but might have few opportunities to implement those pedagogies. This roundtable, designed for those who occupy roles both as faculty members and as academic developers, seeks to explore and deepen the complementary nature of these dual identities. It offers participants space to evaluate their current practice, a model for implementing evidence-based practices, time for course design and peer consultation, as well as reflection on the session, what they have learned, and how they might move forward.

Topics: SoTL, Teaching & Learning

Interactive Sessions 9:00 AM – 10:15 AM

Pavilion East	**Designing and Delivering for Impact: Faculty Development Center Matrix 2.0**
9:00 AM - 10:15 AM	*Catherine Haras, California State University, Los Angeles; Jonathan Iuzzini, Achieving the Dream; Emily Daniell Magruder, California State University; Mary Deane Sorcinelli, University of Massachusetts Amherst*
Vendor Session	

As institutional leaders look to data to make informed decisions about finite resources, strategy, and investments, educational developers are asked to make a case for increased investment in teaching and learning centers. The Beta Faculty Development Center Matrix,Ñ¢ was developed by ACE in 2017 to help faculty developers assess their efforts and level of impact given certain resource levels. ACE and POD have continued this work to develop a version 2.0 of the matrix, using member input from the 2017 POD Network Conference, as well as from the 2018 POD Organizational Development Institute. This session continues the discussion using the matrix to help developers craft a narrative to demonstrate the value, impact, and outcomes faculty development can have on the institution. The presenters, representing ACE and POD, will introduce the revised matrix, then follow with a discussion on how to customize the document for campus use. Please join us.

Audiences: Administrators; New Educational Developers; Seasoned Educational Developers

Topics: Administration; Start-up; Programs

Parlor C   **Amplifying Inclusive Academic Leadership - 3 Questions & the Truth**

9:00 AM - 10:15 AM   *Diane E Boyd, Auburn University*

POD-U Session   Higher education has made only limited gains in closing the
gender/underrepresented gap in academic leadership in the last decades
(Shepherd, 2017). Aware of this vacuum and its disastrous consequences,
universities task educational development leaders with supporting campus
leadership pathways via development programs embedded within centers for
teaching and learning. In this interactive modified world cafÈ†≥ession
participants reflect on three academic leadership questions to unearth their
authentic leadership truths using an academic leadership matrix tool (Boyd,
2016), interrogate current accepted leadership values using distilled literature
reviews, and consolidate insights to ensure the future success of their leadership
programs.

Topics: Diversity, Organizational Development

Galleria III   **Graduate and Postdoc Development Showcase: Leading Pedagogical
Change**

9:00 AM - 10:15 AM   *Daniel Mann, University of California, Irvine; Alexia Ferracuti, Northeastern
University; Lauren Barbeau, Georgia Southern University; Aeron Haynie,
University of New Mexico; Anne Compton, University of New Mexico; Stephanie
M. Sanchez, University of New Mexico; Lauren Woods, Northwestern University;
Jamiella Brooks, Berea College*

The 3rd Annual Graduate Student, Professional Student, and Postdoctoral
Scholar Development (GPPD) Showcase will feature GPPD "best programs"
selected from a range of campuses, each chosen for its innovation,
effectiveness, creative use of resources, and potential transferability. Participants
will rotate in timed mini-sessions to engage in conversations with table
presenters, who will share ideas for supporting graduate and professional
students in their teaching role. Each presenter will provide a handout describing
the objectives, implementation, and use of resources of a specific program.
Rounds will end with time for participants to reflect on potential strategies for
implementation at their institution.

Topics: POD Professional Development, Programs

Galleria I   **HOTI! An Innovative Way to Engage Instructors Through Blended Learning**

9:00 AM - 10:15 AM   *Sara Kacin, Wayne State University; Tonya Whitehead, Wayne State University*

Are you looking for a hybrid or blended solution to faculty development? This session introduces our Hybrid and Online Teaching Institute (HOTI). The institute is an innovative way to engage instructors through blended learning experiences that include both face-to-face and online learning environments. In this interactive session, we invite participants to share their experiences in creating hybrid faculty development programs. We will discuss a case study ‚Äìan amalgam of our experiences and will examine frameworks and design strategies useful in adapting a hybrid faculty development learning experience.

Topics: Teaching & Learning

Broadway IV   **How Can Teaching Centers Best Contribute to Learning Space Redesign?**

9:00 AM - 10:15 AM   *Marsha Lovett, Carnegie Mellon University; Laura Winer, McGill University; Gary Pavlechko, Ball State University; Bob Henshaw, University of North Carolina, Chapel Hill*

Designing innovative teaching and learning spaces is a recent trend in higher education strategy. Universities are investing significant funds but tend not to incorporate pedagogical issues, inclusive practices, faculty experience, or data into the design process. As such, CTLs have a role to play contributing our perspective and expertise in various ways. In this panel-plus-small-groups interactive session, participants will hear, share, and discuss productive strategies for CTLs to get involved and contribute. Participants will analyze strategies in terms of their institutional context and then identify the most relevant ones to bring back and pursue at their home institutions.

Topics: Teaching & Learning, Technology

Skyline II **Increasing Access and Engagement: Developing Online Programming for Instructors**

9:00 AM - 10:15 AM *Francesca Minonne, Boston College; Nicole Tuttle, University of Michigan*

Online workshops allow teaching centers to provide programming that is accessible and inclusive to a wide variety of instructors while creating a structure of sustained reflection different from a one-time synchronous workshop. This interactive workshop will begin with an overview of work by two teaching centers who have moved selected programming online. Considerations for universal design and accessibility, effective activities for online spaces, and the types of program most amenable to online spaces will be discussed. Participants will then work through a structured process to begin transitioning an existing program or designing a new online program.

Topics: Graduate Student Professional Development, Faculty Professional Development

Council Suite **Influencing Change by Modeling VoiceThread in Virtual Faculty Learning Communities**

9:00 AM - 10:15 AM *Angela Atwell, Embry-Riddle Aeronautical University - CTLE; Cristina Cottom, Embry-Riddle Aeronautical University - CTLE; Sara Ombres, Embry-Riddle Aeronautical University - CTLE*

Virtual faculty learning communities (V-FLCs) create opportunities for faculty engagement, even for globally-dispersed faculty. However, there's just no replacing face-to-face interaction... or is there? Through a grant-funded research project, our Center for Teaching and Learning Excellence sought to answer that question. Using the interactive tool VoiceThread, faculty discussed giving quality feedback to students while simultaneously receiving helpful feedback from their colleagues. This ultimately contributed to the adoption of VoiceThread in many of our academic courses as well. Session participants will learn more about our V-FLC as well as how we influenced institutional change through our VoiceThread pilot.

Topics: Teaching & Learning, Technology

Pavilion West   **Educational Development for a Liberal Education**

9:00 AM - 10:15 AM   *Kate Drezek McConnell, AAC&U; Emily Daniell Magruder, California State University; C. Edward Watson, AAC&U; Cassandra Volpe Horii, POD Network in Higher Education; Mary C. Wright, Brown University*

POD Network Presidential Session

For more than a decade, through the LEAP (Liberal Education and America's Promise) Initiative, the Association of American Colleges and Universities (AAC&U) has worked to advance practices that support higher education for a world of unscripted problems. Many POD Network members have been engaged with LEAP's essential learning outcomes, high-impact practices, VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics, and other aspects of this initiative. Now, we bring together colleagues from the POD Network and AAC&U to take a next step toward articulating, studying, and disseminating educational development practices--including faculty development, course and curriculum development, and organizational development--that have the potential to further advance LEAP's purpose: to empower individuals and prepare them to deal with complexity, diversity, and change.

Broadway I   **Perspectives on Program Review: From Self-Study to External Visit**

9:00 AM - 10:15 AM   *Greg Siering, Indiana University Bloomington; Alan Kalish, The Ohio State University; Erika Kustra, University of Windsor; Michael Reder, Connecticut College; Marina Smitherman, Dalton State University; Claudia J Stanny, University of West Florida*

With increasing attention to the assessment of teaching centers' impacts on student learning and institutional outcomes, centers are increasingly undergoing external reviews. This session will explore the results of a study of center directors from diverse institutional types-from small liberal arts colleges to very large state universities-who have recently undergone reviews, as well as individuals who have served as reviewers. We will examine and discuss both strategic and practical issues they identified, providing concrete lessons learned and setting some benchmarks for further study of how external reviews can advance our work.

Topics: POD Professional Development, Administration

Broadway III   **Promoting Teaching Practices Rooted in Equity and Justice**

9:00 AM - 10:15 AM   *Milton Fuentes, Montclair State University; Isis Artze-Vega, Florida International University*

The POD Network espouses social justice values, such as inclusion, advocacy, and respect, and holds as one its goals an active commitment to diversity. Key to these values and goal is the construct of equity, which, as Sommer (2017) has written, is either overlooked or poorly understood. This session will assist educational developers in securing an understanding of equity and adopting equity as a lens through which to examine our efforts. Two educational developers with expertise in diversity will introduce participants to equity-based teaching practices and facilitate opportunities for participants to share their own equity practices, expanding our collective toolkit.

Topics: Faculty Professional Development, Organizational Development

Galleria II   **STEM Developers in Community: Improving Student Success Through Transparent Assignments**

9:00 AM - 10:15 AM   *Mary-Ann Winkelmes, University of Nevada, Las Vegas; Emily Daniell Magruder, California State University; Jennifer E Weaver, California Institute of Technology; Darryl Yong, Harvey Mudd College; Whitney Scott, California State University, Northridge; Michael Willard, California State University, Los Angeles*

This session invites developers new to transparent instruction and those already using it to join a structured conversation aimed to connect efforts across institutions, specifically around the success of underserved students in STEM disciplines. POD's expertise and broad, diverse membership positions us to lead significant change -- the kind of change that combats inequity in STEM, that engages faculty and developers in directly boosting students' success, and that brings data to demonstrate our collective impact. Participants will leave with insights from panelists, connections to TILT Higher Ed partners and resources, and a collaboration plan for boosting underserved STEM students' success.

Topics: Organizational Development, Diversity, STEM

Broadway II   **Supporting Curricular Improvement: Strategies to Engage Faculty in Curriculum Mapping**

9:00 AM - 10:15 AM   *Sara Fulmer, University of Guelph; Clarke Mathany, St. Lawrence College*

Curriculum improvement is a promising avenue for educational developers to lead in times of change. This session will explore how educational developers can lead curriculum improvement processes and strategically gather and share curriculum data to support conversations about teaching and learning. Attendees will work through challenging decision points in three steps of the curriculum improvement process-gathering data, creating curriculum maps, and sharing data with stakeholders-by exploring examples from research and three large-scale curriculum projects at our institution. Attendees will generate ideas to improve the process and reflect on how they could adopt strategies for their own institutional context.

Topics: Programs, POD Professional Development

Parlor A   **TLCs as Lean Startups**

9:00 AM - 10:15 AM   *Jake Glover, IDEA*

What would happen if we adopted the scientific method to build and validate our programs? How can viewing our work through the lens of lean startup culture bring clarity to what we do and to why and how we do it? In this session we'll explore the basic tenets and tools of thinking and working "lean", how they do/don't apply to higher education, and how adopting an intrapreneurial mindset (entrepreneurialism for those who lead from the middle) helps us quickly apply our resources to solve problems and address challenges. Life is too short to create things nobody wants.

Topics: Administration, Start-up

Skyline I   **The Intersection of Cases and Spaces in Nursing Educational Development**

9:00 AM - 10:15 AM   *Kem Saichaie, University of California, Davis; Michelle Rossi, University of California, Davis; Elizabeth Rice, University of California, Davis; Andrew Corbett, University of California, Davis; Cara M Sandholdt, University of California, Davis*

Learning spaces are a key pedagogical and technological initiative in higher education (Grajek, 2018), increasingly in the health professions like nursing (Fahlberg et al., 2014). Integral to the spaces are the types of pedagogies instructors use to promote active learning. The National Council of State Boards of Nursing calls for "a formal program of active learning" to support the transition from theory to practice. This session will feature how a research-intensive, public institution, designed an educational development program to advance the integration of case-based pedagogies in new active learning classroom spaces based upon requirements of accreditation for nursing curriculum.

Topics: Teaching & Learning, Technology

Forum Suite   **The Mentoring Portfolio: A Formative Response to a Changing Workforce**

9:00 AM - 10:15 AM   *Karen N Nichols, Xavier University of Louisiana; Tiera S Coston, Xavier University of Louisiana*

This Mentoring Portfolio (MP) is closely modeled after the Canadian Educational Developer's Portfolio (EDP). Like an EDP, a MP is intended to be a carefully curated collection of evidence integrated with thoughtful reflection, providing a comprehensive overview of one's mentoring experience. Agencies like NIH and NSF have demonstrated the critical role of mentoring in increasing the participation of underrepresented populations in particular workforces. This importance is reinforced by implementing mentoring-themed programming requirements for funding. Presented is the rationale for taking time to create a MP, a toolkit for assembling it and groupwork on a foundational component of the MP.

Topics: Diversity, STEM

Parlor B	**Times Are Changing for Digital Learning: Leading for Transformation**
9:00 AM - 10:15 AM	*Johannes DeGruyter, Portland State University; Janelle Voegele, Portland State University; Julie Greenwood, Oregon State University*

Centers for teaching and learning (CTLs) are increasingly called to play significant leadership roles in digital learning initiatives. Times are also changing for digital learning initiatives, as they are increasingly connected to student success indicators such as access and retention. This session focuses on the change models developed by two CTLs at two university campuses to study the potential of adaptive courseware to improve student achievement through personalization in large enrollment introductory classes, where engagement and equity challenges are common. Participants will gain strategies for leveraging opportunities and managing stressors associated with increased participation in campus wide digital initiatives.

Plaza Foyer	**Coffee Break**
10:00 AM - 10:30 AM	

Plenary Session

10:30 AM - 12:00 PM	**2018 Keynote Speaker: Dr. José Bowen**
Grand Ballroom I	*Nudges, the Learning Economy, and a New 3Rs: Redesigning for Student Relationships, Resilience, and Reflection.*

Plenary sponsored by American Council on Education

José Antonio Bowen is President of Goucher College. Bowen has won teaching awards at Stanford, Georgetown, Miami and Southern Methodist University where he was Dean of the Meadows School of the Arts. He has written over 100 scholarly articles, edited the Cambridge Companion to Conducting (2003), is an editor of the 6-CD set, Jazz: The Smithsonian Anthology (2011), and has appeared as a musician with Stan Getz, Bobby McFerrin, and others. He has written a symphony (nominated for the Pulitzer Prize), music for Hubert Laws and Jerry Garcia, and is the author of Teaching Naked: How Moving Technology out of your College Classroom will Improve Student Learning (Jossey-Bass, 2012) which was the winner of the Ness Award for Best Book on Higher Education from the American Association of Colleges and Universities). He is also a Founding Board Member of the National Recording Preservation Board for the Library of Congress and a Fellow of the Royal Society of Arts (FRSA) in England. Stanford honored him as a Distinguished Alumni Scholar in 2010 and he will be awarded the Ernest L. Boyer Award (for significant contributions to American higher education) from the New American Colleges and Universities in January 2018. See his blog at teachingnaked.com or follow him on Twitter @josebowen.

Prior to his keynote address, Dr. Bowen encourages you to watch this video as a demonstration of some of the concepts and pedagogy of Teaching Naked.

12:15 PM - 2:00 PM	**Lunch on Your Own**
	Big Ten Academic Alliance Meeting (Galleria I)
	Exec. Committee Meeting with POD Network SIGs/Committees (Galleria III)
2:00 PM - 4:30 PM	**Excursion: E3. Street Car Shopping Tour: NW 23rd Avenue/Nob Hill**
	Cost: $2 to $5 USD per person for an all day street car ticket. Street cars run every 15 minutes and can be purchased at the stop (minutes from the hotel) or in advance via the Portland Street Car app.
	Excursion participants meet in the Hilton lobby, 15 min before departure.

Research Presentations 2:15 PM – 2:50 PM

Directors Suite	**Finding Levers for Change**
2:15 PM - 2:50 PM	Session A
	Deandra Little, Elon University; Laurie Grupp, Providence College
	Educational developers are being called to serve as thought leaders, change agents, and advocates while also working to fulfill the teaching and learning mission of their centers. In an effort to better understand how educational developers can best respond to calls to lead campus-wide change, we conducted a survey and semi-structured interviews with developers who represent a range of experiences, institution types, and locations. Through the sharing of our research, we will discuss meta-competencies that developers call upon as we navigate the institutional landscape, position ourselves, and identify levers for change.
	Topics: Organizational Development, POD Professional Development

Directors Suite   **Improving Student Outcomes: Randomized Control Trials Evaluating an Adaptive Equity-Oriented Pedagogy**

2:55 PM - 3:30 PM   Session B

Andrew Estrada Phuong, UC Berkeley; Judy Nguyen, Stanford University; Diana Heath, UC Berkeley; Shahana Farooqi, UC Berkeley; Claire Bang, UC Berkeley; Angela Nguyen, UC Berkeley

Using randomized control trials, we evaluated an adaptive equity-oriented pedagogy (AEP) that synthesizes evidence-based teaching practices (e.g., universal design for learning, weekly formative-assessments, game-based instruction) to address students' diverse learning needs. Multivariate regression analyses suggest that students learning through AEP outperformed active-learning control conditions by a full letter grade and scored on average 13 percentage-points higher on final assessments (n=3121) (p<0.0001). Students experiencing AEP demonstrated greater improvements in positive psychosocial outcomes (e.g., motivation, reduced stereotype threat, growth mindset, self-efficacy, sense of belonging), when controlling for GPA and intersectional identities (e.g., race, gender, sexual orientation, income, disability, immigration status).

Topics: Diversity, Research, Increasing Classroom Equity, Access, Diversity, and Inclusion

Studio Suite   **Modeling the Experiences of Women in STEM Courses Using a Self-Determination Theory Framework**

2:15 PM - 2:50 PM   Session A

Emily Bonem, Purdue University; Cong Wang, Purdue University; Erica Lott, Purdue University; Heather Fedesco, Vanderbilt University; Chantal Levesque-Bristol, Purdue University

Despite efforts to close the gender gap, women are still only earning 35.1% of all degrees in STEM fields (National Center for Education Statistics, 2016). Based on self-determination theory, targeting women's motivation in STEM courses may provide a strategy for retaining women in STEM fields. In a large-scale, comprehensive model, we examined gender differences in STEM and non-STEM courses on classroom environment, motivation, and academic performance. In this research session, we will present our theoretical framework and our results as well as a discussion of how highlighting these gender differences might inform our faculty development practices.

Topics: STEM, Teaching & Learning

Studio Suite   **How Do FLCs Shape Active Learning in Collaborative Classrooms**

2:55 PM - 3:30 PM   Session B

David B Nelson, Purdue University; Emily Bonem, Purdue University; Jason FitzSimmons, Purdue University

Presenters will share findings from a research project comparing teaching practices of FLC participants and non-participants in active learning classrooms. Interviews from a pool of 366 instructors (including 91 FLC participants) explore the frequency of collaborative student learning, and instructor comfort and flexibility with different types of active learning classroom configurations. Preliminary data from 40 instructor interviews is supportive that FLCs can positively influence the practice of collaborative learning. Presenters will invite attendees to share their own practice and experience with active learning classrooms and FLCs.

Topics: SoTL, Teaching & Learning

Roundtable Discussions 2:15 PM – 3:30 PM

Skyline IV   **Catalyzing Change with Faculty Fellowships on Inclusive Teaching**

2:15 PM - 3:30 PM   *Beth A. Fisher, Washington University in St. Louis*

This roundtable will provide an opportunity to consider how faculty fellowships can catalyze the adoption of inclusive teaching approaches. The presenter will describe one such program, the Inclusive Teaching and Learning Fellowship, which begins with participation in a two-day institute on inclusive teaching and continues with a two-year commitment to collaborate on the development of a teaching approach or curricular innovation that is transferrable across disciplines. Facilitated discussion will bring together the insights of those who have implemented similar programs with the pressing questions and fresh perspectives of those who are envisioning the establishment of such programs on their campuses.

Topics: Faculty Professional Development, Teaching & Learning

Park	**Integrating Training and Practice to Enhance Graduate Student Instructor Development**

2:15 PM - 3:30 PM   *Cara H. Theisen, University of Wisconsin - Madison; Sarah Miller, University of Wisconsin - Madison*

Recent research on impacts of participating in teaching development activities suggests that incorporating training alongside practical teaching experience has the greatest impact on graduate student teaching self-efficacy (Connolly et al., 2018). In this roundtable discussion, participants will share and generate ideas for how graduate student professional development in teaching can effectively combine training and practice with the goal of improving self-efficacy beliefs, adoption of evidence-based teaching practices, and preparation for careers involving college teaching. Participants will explore the UW-Madison Scientific Teaching Fellows Program as a model that purposefully integrates training and practice with an explicit emphasis on inclusive, evidence-based approaches.

Skyline III	**Leadership Development in a CTL as a Change Management Tool**

2:15 PM - 3:30 PM   *Catherine Ross, Columbia University; Amanda Irvin, Columbia University*

CTL staff often find themselves reacting to changes imposed by others, while simultaneously trying to be change leaders for innovative teaching and learning. Reactive change is difficult to manage, especially when it involves the personnel, structure, direction and even the procedures of a unit. Providing CTL teams with leadership development opportunities can create conditions for both leaders and staff to maintain a focus on innovation and creativity while navigating the difficult terrain of imposed changes. Together, we will discuss different types of change leadership development activities, and session conveners will share team reactions, reflections, and revisions.

Topics: Organizational Development, POD Professional Development

Senate Suite

Leveraging Departmental Structures to Implement and Refine Teaching Development Programming

2:15 PM - 3:30 PM

Chandani Patel, Columbia University; Ian Althouse, Columbia University; Christopher Chen, Columbia University

To support teaching development, many Centers for Teaching and Learning (CTLs) often engage in collaborative projects with departments, academic programs, and administrative offices. These collaborations promote efficiency while maintaining quality and address the challenge of scale many CTLs face. Using models from our Center that have expanded the reach of graduate student teaching development as points of departure, this roundtable discussion invites participants to share their models for individualized interactions with departments and programs at their home institutions, their successes, and their challenges. Though we will share cases from graduate student teaching development, we welcome discussion from other educational developers.

Topics: Programs, Start-up

Interactive Sessions 2:15 PM – 3:30 PM

Grand Ballroom I

From Classroom to Career: What's the Role of Teaching and Teaching Centers in Preparing Students for Future Success?

2:15 PM - 3:30 PM

Penny MacCormack, ACUE; Paul Hellmund, Colorado State University

Vendor Session

ACUE
Association of College
and University Educators

The future of career services, according to the National Association of Colleges and Employers, calls for "connected communities," including innovative collaborations across all institutional departments. What do these collaborations look like? This interactive session will explore how teaching centers can partner with career services to support faculty in equipping students with the skills they will need to be successful after graduation. Participants will engage in a simulated experience which is part of the Association of College and University Educators' (ACUE's) newest course featuring modules focused on career guidance and readiness. Participants will leave the session with strategies for preparing their own faculty in designing assignments, projects, and activities that help students gain the skills they will need for future success ‚Äì skills in collaboration, teamwork, critical thinking, problem solving, oral and written communication, as well as self and project management.

Pavilion East

Let's FLIP It! Increase Engagement and Improve Learning Using Flipped and Active Learning Strategies

2:15 PM - 3:30 PM

Barbi Honeycutt, FLIPIt Consulting

Vendor Session

FLIP IT
CONSULTING

The FLIP is when you ,"Focus on your Learners by Involving them in the Process." In this session, you will be introduced to Dr. Honeycutt's 4-part FLIP framework and recognize where to find "flippable moments" in a course. You will participate in 10 flipped and active learning strategies which you can adapt to you own classes to increase engagement and improve learning. At the end of the session, you will receive a resource packet including articles, templates, and information about Dr. Honeycutt's collection of faculty development books, workshops, and online courses.

Audiences: Faculty, Graduate Students & Postdocs, New/recent educational developers

Topics: Faculty Professional Development, Graduate Student Professional Development, Teaching & Learning

Pavilion West

Engaging Faculty in Deep Work to Protect Time for Priorities

2:15 PM - 3:30 PM

Roben Torosyan, Bridgewater State University; Francine S Glazer, New York Institute of Technology

Studies show that the dominant challenge for faculty attempting change is time. Cultures of distraction reinforce being busy more than being effective. Expectations to "do it all" demoralize us. As antidote, this session foregrounds deep work, what we do that is most valuable and rare, and a mindful meta-awareness practice for "managing" the impulse to react to distraction. Session activities demonstrate a process to help colleagues identify and selectively pursue the opportunities that matter most. Empower your faculty to lead cultural change and create depth, meaning, and wholeness -- sustainably.

Galleria I

Exploring Faculty Development's Role in Serving Military Students

2:15 PM - 3:30 PM

Scott D'Amico, Alamo Colleges District

Military students (active duty, veterans, and reservists) comprise one of the more complex and diverse population segments within academia. Through interactive exercises and discussion, participants will acquire tools for supporting faculty members who are working directly with military students in their own classrooms. Some of the topics explored includes: understanding barriers military students face while transitioning to the classroom, overcoming challenges both faculty and military students report inside the classroom, and best pedagogical approaches faculty members can employ when working with military students.

Skyline I   **Incorporating Transparency into CTL Programming and Educational Development Initiatives**

2:15 PM - 3:30 PM   *Allison P. Boye, Texas Tech University; Mary-Ann Winkelmes, University of Nevada, Las Vegas; Suzanne Tapp, Texas Tech University*

The TILT initiative focuses on the benefits of transparency in the classroom by including clear explanations of purpose, task, and criteria in assignment design. This Transparency Framework has also been applied to larger CTL/campus initiatives, and research confirms its benefits for enhancing learning and equity. Session facilitators will share a variety of educational development applications for the Transparency Framework, from low-stakes/low-effort/low-cost implementations to institutional-wide directives or multi-institution collaborations. Through brainstorming, discussion, and shared templates, participants will consider their own campus contexts and how TILT might supplement their existing work or bring new energy to their faculty consultations and programming.

Parlor B   **Leading Ourselves Through Chaos and Inequity**

2:15 PM - 3:30 PM   *Betsy Sandlin, The University of the South; Eric Hartman, University of the South; Becky Spurlock, University of the South*

This session reveals why a small, liberal arts college created a Center for Leadership and started with employees. While responding to concerns about organizational climate, it became clear that although issues of communication were a symptom, the real problem was how we work together and whether we trust each other. Over 18 months, leaders from across the university collaborated to design solutions for moving us toward a healthier institutional culture. The result is a new Center for Leadership, grounded in the social change model of leadership, which promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service.

Topics: Administration, Start-up

Forum Suite   **Multi-part Seminars: A Revised Model for Educational Development**

2:15 PM - 3:30 PM   *Kris Knorr, McMaster University; Rebecca Taylor, McMaster University*

In these times of change, rethinking the ways in which educational development is offered is critical. Over the past two years at McMaster University in Canada, we have taken stock of instructors' development needs, both in terms of content and structure. This has led to reconceptualized educational development for faculty and instructors, shifting from traditional single-session workshops to three-part reflective seminars, which allows continued interaction between educational developers and their participants. In this interactive session, participants will explore McMaster University's new approach to educational development, and discuss how the multi-part method may work within their own contexts.

Topics: Programs, Organizational Development

Galleria II   **New Evaluation Guidelines to Illuminate Impact in Times of Change**

2:15 PM - 3:30 PM   *Mary C. Wright, Brown University; Debra Rudder Lohe, Saint Louis University; Molly Hatcher, Faculty Innovation Center, University of Teaxs at Austin; Anna L. Bostwick Flaming; Jennifer Frederick, Yale University*

Leading in times of change requires Educational Developers (EDs) to define our impact. Yet the challenge of improving Center for Teaching and Learning (CTL) evaluation continues to be a wicked problem in both the literature and in the articulated needs of POD members. This session explores new context- and timeline-sensitive guidelines for evaluation of CTLs developed by a learning community of EDs drawn from three countries and multiple U.S. institutional types. Participants will offer feedback and strategize how they might apply the guidelines to define the impact of their own CTLs for key stakeholders.

Broadway II   **Planning and Evaluating Special-Focus Course Design Institutes Using Logic Models**

2:15 PM - 3:30 PM   *Jessica L. Alexander, Indiana University-Purdue University Indianapolis; Anusha S. Rao, Indiana University-Purdue University Indianapolis; Douglas Jerolimov, Indiana University-Purdue University Indianapolis; Terri A. Tarr, Indiana University-Purdue University Indianapolis; Andi Rehak, Indiana University-Purdue University Indianapolis*

Our teaching center responded to a campus need for a Course Design Institute (CDI) focused on increasing the number and effectiveness of High-Impact Practice (HIP) courses. Rather than using a traditional backwards design framework to plan and evaluate our CDI, we used a logic model to more intentionally build evaluation into this faculty development program. This interactive session will use the example of our HIPs-focused CDI to illustrate the process of creating an evaluation-ready special-focus CDI. The session will conclude with an opportunity for participants to practice developing a logic model to plan a special-focus or traditional CDI.

Topics: Programs, Teaching & Learning

Parlor C   **Playing with Bottlenecks at the POD Conference**

2:15 PM - 3:30 PM   *Joan Middendorf, Indiana University; Tammy Smith, Monash University; Kate Ellis, Indiana University; Susannah McGowan, King's College London; Laura Cruz; Daniel Guberman, Purdue University*

POD-U Session

This unconference session will ask all POD attendees (physical and virtual) to identify bottlenecks in our educational development practice and in disciplines. During the session, attendees will hear from nine developers about implementations of this framework to help faculty overcome bottlenecks. Next, we will work with experienced practitioners in small groups to develop an appropriate application for our own campuses. The Decoding the Disciplines framework, starting from the bottlenecks, empowers developers to help experts interrogate their own critical thinking processes and develop strategies for modeling disciplinary expertise in the classroom and as teaching and learning consultants.

Topics: Faculty Professional Development, SoTL, programs

Broadway IV	**Professional Learning Communities: Empowering Equity Mindsets for Systemic Change**

2:15 PM - 3:30 PM   *Lynn Michiko Tashiro, Sacramento State; Paula Austin, Sacramento State; Joel M Schwartz, Sacramento State; Joshua Wiscons, Sacramento State; Tina M Jordan, Sacramento State; Bridget Michiko Parsh, Sacramento State*

Professional and Faculty Learning Communities (PLC/FLCs) are effective professional development strategies that can be used to build institutional capacity and facilitate systemic change. The goal of this session is to present an overview of how the theory and practice of PLC/FLCs have been applied to the development of an equity mindset in the contexts of classroom practice, data analytics, and academic support programs. Participants will be introduced to the theoretical framework and the nuts and bolts practice of running a PLC/FLC and will participate in sample activities scaffolded to address different developmental stages of an equity mindset.

Topics: Faculty Professional Development, Organizational Development

Parlor A	**Roles of Educational Developers in the Student Retention System**

2:15 PM - 3:30 PM   *Amy B. Chan-Hilton, University of Southern Indiana*

Imperatives on the retention of diverse student populations, particularly in STEM, is evidenced by reports that highlight its importance, declare calls to action, and identify critical factors that impact student retention. This provides opportunities for educational developers to lead and collaborate across the institution in efforts that address student success goals using systems thinking. Participants will identify next steps by exploring: How might educational developers leverage institutional retention goals to foster a culture of teaching excellence? How might we bring our strengths, expertise, and connections to contribute to these goals at the front-end rather than the back-end of the process?

Topics: Programs, STEM, Student Retention

Skyline II   **STEM Consultation Approaches - Are STEM Faculty Really So Unique?**

2:15 PM - 3:30 PM   *Tris Utschig, Kennesaw State University*

STEM faculty often perceive they have unique needs, and may offer resistance to certain evidence-based pedagogical practices by indicating those ideas are poorly suited to their courses. This persistence exists despite broadly available, evidence-based, pedagogical publications on teaching STEM by Hodges, Felder and Brent, Froyd, Smith et al, and others. In this session we will explore several case studies derived from data on approximately 300 consultations with STEM faculty. Participants will develop strategies to address STEM faculty's perceptions, and these strategies will be role played in small groups before reporting out with specific recommendations for approaching STEM consultations.

Broadway I   **Specifications Grading: Developing Strategies for Inclusive, Meaningful, Transparent Assessment Practices**

2:15 PM - 3:30 PM   *Adriana Streifer, University of Virginia; Michael Palmer, University of Virginia; Dorothe Bach, University of Virginia*

Specifications grading is an alternative method of evaluating student work that increases transparency in teaching and learning, and focuses on mastery of course learning objectives. Specifications grading has the potential to address many common grading challenges, including cultivating efficient and meaningful practices for faculty, and promoting greater motivation and self-efficacy for students. Working with faculty to implement specifications grading also provides educational developers the opportunity to be leaders in fostering equity, inclusion, and deep learning for students. Participants will learn about novel research and different models, and explore strategies for helping faculty implement specifications grading in various contexts.

Topics: Teaching & Learning, SoTL

Council Suite	**Supporting, Assessing, and Sustaining Faculty in Active Learning Classrooms**
2:15 PM - 3:30 PM	*Laura Lukes, George Mason U; Shelley Reid, George Mason U; Kimberly K Eby, George Mason University; Amber Jensen, George Mason U; Shannon Jacobsen, Drexel University*

Our university has a strategic goal of 30% active learning classrooms by 2025. We will briefly outline our evolving model for large scale outreach, assessment, and development to support faculty teaching in these classrooms, including data from four years' worth of student and faculty surveys and workshop sessions, and our newest faculty interview project and website materials. Attendees will be asked to share their strategies and work with partners to design three-year plans for expanding or enhancing their own cross-campus support for faculty teaching in active learning classrooms. Time will be given for peer review and feedback.

Topics: Assessment, Research

Broadway III	**Teaching in Tumultuous Times: Helping Instructors Engage Emerging Events**
2:15 PM - 3:30 PM	*Theresa Braunschneider, University of Michigan; Victoria Genetin, University of Michigan*

This session will (1) demonstrate key activities from a workshop focused on engaging emerging world and campus events in classes across the curriculum and (2) provide an opportunity for participants to consider how they would modify the workshop to facilitate it in their own contexts. In a time when students' worlds have been frequently rocked by unsettling events, from campus hate incidents to natural disasters, this workshop allows instructors to think together about whether and how to address given events in their classes and provides tools for various approaches, with particular focus on framing and facilitating discussions about high-stakes topics.

Topics: Faculty Professional Development, POD Professional Development

Galleria III	**The CAFE Model: Empowering TAs in High-Enrollment Classes**
2:15 PM - 3:30 PM	*Claudia Sanchez-Gutierrez, University of California, Davis; Kem Saichaie, University of California, Davis; Kathleen Guerra, University of California, Davis*

At large institutions, graduate teaching assistants (GTAs) teach significant proportions of courses, yet their preparation for this role is mixed. Faculty who oversee high-enrollment courses face a variety of opportunities and challenges as they seek to optimize instruction and course management. To address the matter, we introduce the CAFE model (Community, Autonomy, Feedback, Expectations) as a method for faculty -- and those who support GTAs -- to (1) empower GTAs as co-creators of student learning; (2) engage in the educational and professional development for GTAs; and (3) efficiently manage dozens of TAs in high-enrollment classes. Numerous examples and strategies will be shared.

Topics: Teaching & Learning, Programs

Plaza Foyer	**Coffee Break**
3:15 PM - 3:45 PM	**Sponsored by American Council on Education**

Research Presentations 3:45 PM - 5:00 PM

Directors Suite	**Charting an Enlightened Course for a Post-Evaluation Program**
3:45 PM - 4:20 PM	Session A

Alex W Bajcz, University of Wisconsin-Madison; Megan Schmid, University of Wisconsin-Madison

Through this session on our intensive evaluation of a year-long program in teaching for assistant professors, we hope to generate a fruitful discussion about how we can use evaluations like ours to improve faculty development programs. Our program's goal is to help new faculty become efficient and effective teachers. Our findings demonstrate participants' experiences with early-career faculty life are more positive than their peers' experiences. Participants are also using more learner-centered course design practices; however, participants may not be substantially translating their learning to their classroom teaching practices. We will also discuss planned program changes based on our findings.

Topics: Assessment, Programs

Directors Suite **What Meaning Do Faculty Make of a Teaching Inquiry Cohort Experience?**

4:25 PM - 5:00 PM Session B

Gail Matthews-DeNatale, Northeastern University; Laurie Poklop, Northeastern University

For this study, a cohort of 12 people took part in an intensive, year-long Teaching Inquiry Fellows program. They kept ePortfolios that included teaching artifacts, exit cards from face-to-face gatherings, and reflections. This session will present the results of a qualitative analysis of the ePortfolios, focusing on the learning science concepts and teaching practices that participants reported as most notable. Attendees will also receive a detailed description of the ePortfolio design, prompts, and method of implementation.

Topics: Adjunct Professional Development, Teaching & Learning

Studio Suite **Developing a Pedagogy of Grade-Free Learning for Higher Education**

3:45 PM - 4:20 PM Session A

Catherine Sanger, Yale-NUS College; Nancy W Gleason, Yale-NUS College

Globally, institutions of higher education are experimenting with grade-free learning, which necessitates appropriate pedagogy and assessment methods. A distinguishing feature of our College is its grade-free first semester. Because XXX students participate in a three-semester, multidisciplinary common curriculum, during the first semester students take the same courses on a pass-fail basis. Our research investigates the ways our faculty have taught in the grade-free semester, identifies strong practices, and suggests improvements for the pedagogy of grade-free teaching and assessment. Combining findings from our College with a review of grade-free programs elsewhere, we identify the significant contextual factors for designing effective grade-free learning.

Topics: Faculty Professional Development, Assessment

Studio Suite	**Publish & Flourish: Helping Scholars Become Better, More Prolific Writers**

4:25 PM - 5:00 PM   Session B

Tara Gray

This study examines a program that requires daily writing as well as weekly feedback from peers to help scholars become better, more prolific writers. Ninety-five percent of the participants (N=93) reported that they improved their writing because it was better organized and more reader-centered. The average participant increased their publication submissions from two manuscripts per year to nearly six. We concluded that if daily writing is required and reported, scholarly writing programs can improve the quality of writing and increase output. Happily, this can be accomplished without a large budget, a lot of staff time or a specially trained staff.

Topics: Graduate Student Professional Development, Faculty Professional Development, Scholarly Writing

Roundtable Discussions 3:45 PM – 5:00 PM

Cabinet Suite	**Beyond Lip Service: Promoting Belonging for Isolated Adjunct Faculty**

3:45 PM - 5:00 PM   *Christine Draper, Nevada State College; Chris Garrett, Nevada State College*

Few institutions consider that the needs of their adjunct faculty may differ, but by considering the needs and wants of part time instructors and taking steps to support them, colleges and universities can help improve overall teaching performance to benefit a larger number of students. This roundtable discussion will highlight the five areas in which our small college has sought to engage adjunct faculty's voices and participation in professional development initiatives.

Topics: Start-up, Faculty Professional Development

Skyline III	**Embracing the Naysayers and Challenges of UDL and Digital Accessibility**

| 3:45 PM - 5:00 PM | *Christina Moore, Oakland University; Judith Ableser, Oakland University* |

How can educational developers champion Universal Design for Learning (UDL) and digital accessibility standards when met with resistance to change initiatives? Faculty may resist implementing the required instructional changes due to limited time, resources, and skills. How can we address this resistance? Participants will reflect on how they facilitate dialogue on this topic, address faculty fears, and connect faculty values to evidence-based outcomes. Participants will share stories from their campuses of UDL/accessibility initiatives, faculty resistance, and successes in bringing faculty on board with initiatives.

Park   **Responding to and Leading Change as Assistant Directors**

3:45 PM - 5:00 PM   *Andreas Broscheid, James Madison University*

POD-U Session   At the last two POD Network conferences, a community of assistant directors (and those with equivalent positions at CTLs) has emerged to discuss issues, challenges, and solutions of particular concern to the group. This session continues the conversation and refreshes the community ties by focusing on changes to higher education that have led to noticeable consequences for assistant directors: How should we respond to these changes? How can we be proactive in shaping higher education in desirable directions? Participants will leave with specific strategies as well as a renewed sense of community and purpose for their work.

Topics: Administration, Organizational Development

Skyline IV   **Signature Pedagogies for Teaching Graduate Student Learners**

3:45 PM - 5:00 PM   *Jessica Leigh Riviere, The Ohio State University*

While strategies to foster undergraduate learning are well-researched, there is no similarly robust literature around supporting graduate student learning. Instructors and mentors tend to fall back on teaching habits that may not produce the desired outcomes of either rich learning or professional socialization into a discipline, ignoring insights gleaned from investigating signature disciplinary pedagogies. This roundtable hopes to connect collaborators to produce scholarship on graduate students as learners: in seminars, as mentees, as dissertation writers, and as teachers themselves. Strategies will focus on welcoming graduate students as co-investigators of their own learning.

Topics: SoTL, Teaching & Learning

Senate Suite	**Strategic Assessment Beyond Satisfaction: Showing Impact in Times of Change**
3:45 PM - 5:00 PM	*Lauren Barbeau, Georgia Southern University; Claudia Cornejo Happel, Georgia Southern University*

Recognizing the importance of assessing faculty development programs for accountability and improvement, we developed an assessment plan that uses Kirkpatrick's model to evaluate faculty learning and implementation of learning through action plans and a capstone reflection. In this roundtable, we will offer insights from our initiative to assess center programming beyond participant satisfaction. Together we will discuss ideas, questions, experiences, and challenges of systematic program assessment and discuss the suitability of Kirkpatrick's framework for the assessment of faculty development programming. An action plan activity designed to encourage participants to develop assessment strategies for their centers will close the session.

Topics: Programs, Faculty Professional Development

Executive Suite	**Teaching Portfolios for the Job Market in the Digital Age**
3:45 PM - 5:00 PM	*Lucas Anderson, University of Illinois at Urbana-Champaign*

It's hard for graduate students to set themselves apart on the faculty job market. A teaching portfolio can go a long ways towards that goal, and improvements in technology allow for digital portfolios that are more robust and attractive than ever. For this roundtable, I'll share how our portfolio development group transitioned to digital portfolios in the form of personal websites, collaborating with a career development specialist and an expert in visualization, and increasing the coherence of their portfolios through more distributed narrative. I hope participants will also share their ideas on how to help graduate students develop teaching portfolios.

Interactive Sessions 3:45 PM – 5:00 PM

Pavilion East

3:45 PM - 5:00 PM

Vendor Session

Teaching Online v. Face-To-Face: The Fundamental Common Ground

Penny MacCormack, ACUE; Flower Darby, Northern Arizona University

Too often, online teaching is treated as a distinct entity when there are, in fact, fundamentals of good teaching and learning regardless of modality. Online instruction is at its best when faculty have the tools, practices, and approaches that are aligned with the fundamentals of good teaching. In this session, we'll explore how to ensure students are receiving the quality instruction they deserve by fully supporting those who hold the greatest power to impact online instruction: our faculty. Participants will gain new insights into how teaching centers can build institutional confidence that the nearly 6 million U.S. students enrolled in online courses are receiving exemplary instruction.

Broadway IV

3:45 PM - 5:00 PM

Beyond Compliance: Creating a Campus Culture of Accessibility

Stephanie Laggini Fiore, Temple University

Institutional responses to inadequate accessibility often focus on compliance efforts which can be perceived as burdensome by faculty, yet may not go far enough in allowing students with disabilities to enjoy an equal educational experience. How can we broaden compliance efforts to build a culture that welcomes the richness of diverse abilities on our campuses and embraces a proactively inclusive environment? Educational developers can lead the way. In this session, we will share one model for moving beyond compliance to culture-building; participants will have the opportunity to consider ways in which they can lead change on their campuses.

Forum Suite	**Building Online Degree Programs: Taking Instructional Design to Scale**

3:45 PM - 5:00 PM   *Shelley Reid, George Mason U; Constance Harris, University of Baltimore; Stephen Nodine, George Mason U*

How do we best support faculty in putting a complete undergraduate degree program fully online? Charged with creating 15 new online undergraduate degree programs in five years at a university that currently has only three such programs, our team has designed a collaborative, interdisciplinary, hybrid-format, three-semester faculty- and program-development structure. We'll share our steps: Program MOUs, faculty course-development agreements, hybrid-model course design academy, online course development institute, assessment protocols, and collaborative cohort-based education models. We'll invite participants to team up to help us define best practices overall--and connect strategies to their local programs--for sustainable large-scale cohort-based online program development.

Topics: Technology, Teaching & Learning, Instructional Design

Broadway I	**Building Structures and Supports to Engage Adjunct Faculty**

3:45 PM - 5:00 PM   *Susan Bickerstaff, Community College Research Center; Jonathan Iuzzini, Achieving the Dream; Michael Bates, Harper College*

This session shares innovative practices from six community colleges participating in a national initiative entitled Engaging Adjunct Faculty in the Student Success Movement. This project seeks to identify scalable strategies that build institutional capacity to better integrate and engage adjunct faculty members, and to understand and address opportunities and challenges faced by colleges in this work. Participants will discuss the importance of designing adjunct faculty development activities that reach and engage faculty with different levels of experience, investment, and motivation. We will also examine how incentives for participation should be built into a broader system of hiring, evaluation, and promotion.

Topics: Faculty Professional Development, Teaching & Learning

Skyline I	**Diverse Approaches to Integrating Contemplative Practices Into Our Work**

3:45 PM - 5:00 PM *Todd Stanislav, Ferris State University; Ursula Sorensen, Utah Valley University; Brian Baldi, University of Massachusetts Amherst*

Mindfulness and other contemplative practices have become meaningful approaches at university and college campuses throughout the United States to support learning, well-being, and wholeness. In this "lightning talk" session, featuring over a dozen presenters, you will have the chance to hear from diverse perspectives on how contemplative practices are used in teaching, learning, educational development, and the broader life in the academy. This session is hosted by the Mindfulness and Contemplative Pedagogy Special Interest Group, which seeks to promote innovative teaching practices that have the potential to encourage self-knowledge, stress reduction, attention, deep thinking, and empathy during challenging times.

Topics: Teaching & Learning, Programs

Pavilion West	**Getting Started and Going Further in the Scholarship of Educational Development**

3:45 PM - 5:00 PM *Brian Smentkowski, University of Idaho; Lindsay Bernhagen, University of Wisconsin ?Stevens Point*

POD-sponsored Professional Development Session

Sponsor: Scholarship Committee

Are you interested in developing or refining ideas or skills suitable for scholarship in the field of educational development? Are you interested in publishing in To Improve the Academy? If so, we invite you to explore the major perspectives, questions, and approaches that characterize research in the field, emphasizing diverse scholarship and inclusive excellence. We welcome researchers at all stages and will lead participants through steps designed to generate and refine ideas, stimulate diverse avenues of inquiry, and commence a scholarly agenda. Participants will leave with the start of a research agenda or clearer path to executing an existing one.

Topics: SoTL, Research

Galleria III **Insights, Evidence, Collaborations: Disciplinary STEM Faculty Workshops and Campus Connections**

3:45 PM - 5:00 PM *Cassandra Volpe Horii, Caltech; Jennifer Frederick, Yale University; Andrew Feig, Wayne State University; Cathryn A. Manduca, Carleton College; Edward Prather, University of Arizona*

Multi-day workshops on teaching for early, mid, and later-career faculty within particular STEM disciplines, often sponsored by disciplinary societies, have rich histories and a wealth of research findings. These powerful experiences bond faculty members with a supportive disciplinary cohort and hold untapped potential for stronger connections with campus-based faculty development efforts. This session brings together campus-based faculty developers with leaders of discipline-based teaching workshops in biological, chemical, geological, and physical sciences to exchange key insights and generate new ideas for collaboration and mutual support. Discussion will also explore ways to draw upon shared faculty participants' educational and leadership potential.

Topics: Faculty Professional Development, Programs

Parlor B **Let's Fix This: (Re)situating Faculty Development at the Center**

3:45 PM - 5:00 PM *Jennifer Kelley, College of DuPage*

Faculty development programs are uniquely situated to directly impact institutional concerns, yet teaching and learning centers frequently "operate at the margins of academic affairs."In 2017, College of DuPage's first Faculty Development Strategic Plan brought stakeholders from across the campus to the table in order to critically examine the College's commitment to teaching excellence. Using a local case study, best practices and recent published studies as a conceptual framework, this interactive session will present the theories, practices and strategies that have informed the rebuilding process that is enabling us to reposition faculty development at the center of what we do.

Topics: Programs, Start-up

Broadway II   **Meeting Faculty Where They Are: Constructing Professional Development Pathways**

3:45 PM - 5:00 PM   *Terri A. Tarr, Indiana University-Purdue University Indianapolis; Andi Rehak, Indiana University-Purdue University Indianapolis*

To better meet faculty needs, the IUPUI Center for Teaching and Learning identified new areas for programming, developed a comprehensive evaluation plan, and constructed pathways through center curriculum for faculty of various career stages and teaching roles. This process was informed by patterns of participation in center offerings, a campus professional development task force report, and results of a curriculum mapping process. In this session, presenters will discuss motivations behind creating the pathways and preliminary data regarding faculty experience with the pathways. Attendees will identify categories of instructors they serve, potential pathways for them, and data sources regarding instructors' experiences.

Council Suite   **Next Generation Scholarship of Educational Development (SoEd): Leveraging the Disciplines**

3:45 PM - 5:00 PM   *Anna L. Bostwick Flaming, The University of Iowa; Laura Cruz; Lindsay Wheeler, University of Virginia; Elizabeth Dickens, University of Virginia*

At a pivotal moment in the field, Educational Developers must be reflective and proactive in professionalizing and defining the Scholarship of Educational Development (SoED) so we can establish ourselves as leaders of change on our campuses and in higher education. POD members share a commitment to teaching and learning, but were formally trained in a variety of disciplinary traditions; thus, we may be uniquely poised to develop a new paradigm of inter-, multi-, and trans- disciplinary approaches to SoED. Participants will explore disciplinary habits of mind and develop dynamic SoED methodologies that leverage moving within, between, and across the disciplines.

Topics: Research, SoTL

Broadway III	**Practicing Microresistance for Personal Survival, Ally Support, and Institutional Change**
3:45 PM - 5:00 PM	*Cynthia Ganote; Tasha Souza, Boise State University; Floyd Cheung, Smith College*

Over the past few years, faculty developers and scholars have theorized microresistance as "small-scale individual and/or collaborative efforts that empower targeted people and allies to cope with, respond to, and/or challenge microaggressions to ultimately dismantle systems of oppression" (Souza, Ganote, and Cheung, 2017; Irey 2013). Microresistance can take many forms. This interactive session will review principles of microresistance but emphasize practice. Participants will learn how to unfreeze and practice responding in the face of microaggressions that too many of us face in the academy.

Topics: Faculty Professional Development, POD Professional Development

Galleria II	**Rethinking the Engaged Learning vs. Lecturing Debate: An Evidence-Based Approach**
3:45 PM - 5:00 PM	*Todd Zakrajsek, University of North Carolina at Chapel Hill*

Faculty throughout higher education are increasingly confused about the relative value of the lecture. Research clearly demonstrates that including engaged learning strategies with expository lectures enhances learning. Unfortunately, published articles regularly pit the lecture against engaged learning strategies. When faculty and educational developers strive to lead faculty in developing innovative teaching strategies, the message of "moving from lectures to engaged learning" frequently meets with resistance from faculty who have used lecture methodologies for many years. This interactive session will include research that supports the appropriate use of lectures and proven ways to move experienced faculty to include engaged learning strategies.

Topics: Teaching & Learning

Parlor A　　　　　**Strategic Communication - How to Create & Manage Your Center's "Brand"**

3:45 PM - 5:00 PM　　*Scott Roberts, University of Maryland; Angela Linse, Pennsylvania State University; Greg Siering, Indiana University Bloomington*

As we seek to lead the development of teaching and learning on our campuses, it is critical that we establish and maintain a clear, engaging, and professional identity. Building and maintaining a "brand" involves a thoughtful analysis of your various target audiences, the development of measurable communication goals, and careful attention to the quality, consistency, and visual style of materials across a range of outlets (website, emails, promotional content, reports, social media, etc.). Join us for an interactive discussion on how to develop your strategic communication plan and improve your center's branding efforts.

Skyline II　　　　　**Stronger Together: Collaborating to Change Classrooms**

3:45 PM - 5:00 PM　　*Michael Goudzwaard, Dartmouth College; Erin DeSilva, Dartmouth College; Elli Goudzwaard, Dartmouth College*

Recent research on the impact of classrooms on student learning (Baepler et al 2016) demonstrates the need for collaboration on the design and support for teaching in active learning spaces. Faculty, designers, educational developers, and technologists are often in different units on campus, but need to work together to coordinate change efforts to improve spaces through an ongoing cycle of planning and design; support; feedback; and building the case for future investment. Join us for this interactive session exploring how campuses can best work together with pedagogy, technology, and assessment to support teaching and learning through classroom design.

Topics: Teaching & Learning, Technology

Galleria I　　　　　**Supporting CBE Faculty Through Faculty Development and Course Design Programs**

3:45 PM - 5:00 PM　　*Eli Collins-Brown, Winston-Salem State University*

Competency-Based Education is not a new instructional methodology but broad adoption has grown tremendously over the past decade as part of the personalize learning conversation. CBE turns the traditional education model on its head by working from demonstrable competencies instead of focusing on content. New approaches to course design and facilitation are used. Many institutions are providing some support for course design and faculty development but these programs vary widely. This benchmark study surveyed institutions in the US to find out if and how they provide support to CBE faculty and what form this support takes.

Topics: Teaching & Learning, Research

Atrium Ballroom   **P01. A Case of Peer Review and Support Programs in Taiwan**

3:45 PM - 5:00 PM   *CHAO-CHEN CHEN, National Taiwan Normal University; Ya-Hsun Tsai, National Taiwan Normal University; Hongming Liaw, National Taiwan Normal University*

In light of the growing need for better instruction in universities, has launched two programs to provide feedback and support to its new professors: the Peer Observation and Feedback program and Expert-Novice Mentorship. The two programs were structured based on existing literature that suggested positive outcomes resulting from peer observation, feedback, and support, and practical considerations such as university culture and regulations. Two trials were carried out to examine the programs. The current proposal will share experiences in the design, setup, as well as preliminary feedbacks of aforementioned programs.

Topics: Faculty Professional Development, Organizational Development

Atrium Ballroom   **P02. A Framework for Assessment of Teaching Effectiveness**

3:45 PM - 5:00 PM   *Megan Frary, Boise State University; Shawn Simonson, Boise State University*

Teaching effectiveness is difficult to assess and current mechanisms of evaluation rarely do so adequately, due in part to the absence of established standards for "effective teaching". Without a framework, it is also difficult to monitor growth and provide feedback for improvement. In response, we have developed a framework and rubric to assess teaching effectiveness. The framework establishes a definition of what constitutes effective teaching and considers multiple facets of teaching so that it is flexible enough to accommodate different approaches to teaching. The rubric provides an assessment tool and suggests evidence with which a faculty member might these practices.

Topics: Faculty Professional Development, Organizational Development

Atrium Ballroom   **P03. Aligning Values and Policies Around Teaching and Scholarship**

3:45 PM - 5:00 PM   *Donna Llewellyn, Boise State University; Will Hughes, Boise State University*

This poster will describe a faculty development program with a cohort of 15 faculty, from many disciplines, and across all ranks, to germinate transformative scholarship. Our first step was to study what we mean when we say the word scholarship on our campus. We did this by initiating discussions with the academic deans and provost, as well as several academic departments. Starting with an honest and open discussion of personal and departmental professional values provides an effective foundation for deep explorations around tenure & promotion policies, as well as what it means to be a scholar on our campus today.

Topics: Faculty Professional Development, Administration

Atrium Ballroom   **P05. Assessing Impacts of Peer Mentoring on Novice Graduate TAs**

3:45 PM - 5:00 PM   *Corrie Pieterson, The Ohio State University*

TA peer mentoring can facilitate reflective practice and creative approaches to teaching by drawing upon the diverse experience of novice and experienced TAs. We investigated how participation in a peer mentoring program affected novice TAs in terms of their teaching anxiety, attitudes about teaching, and teaching behaviors in the classroom. We used a combination of surveys, classroom observations, and semi-structured interviews to address specific research questions and triangulate the data. We will present results from the research study and discuss how elements of our approach could be applied to other programs and departments.

Topics: Research, Programs

Atrium Ballroom   **P06. Changing the GTA Training Model - Building Flexibility Into Professional Development**

3:45 PM - 5:00 PM   *Michelle L. Hardee, University of South Carolina; Allison R Dunavant, University of South Carolina*

At XX, an innovative graduate teaching assistant (GTA) training program was designed to improve upon previous university GTA training efforts. The new program structure incorporated multiple modes of flexibility through student choice of workshop topic, scheduling variability, and delivery method. Qualitative analyses of evaluations and post-training satisfaction surveys have provided evidence of the positive impact of this model. The design provided GTAs (and departments) with previously unavailable flexibility and accessibility necessary for the variety of GTA types, student schedules, experience, interests, and departmental preferences, resulting in an impactful, responsive, and individualized program for GTA professional development.

Topics: Assessment, Programs

Atrium Ballroom   **P07. Circling Up to Support Student Reading: Teaching Circles for Change**

3:45 PM - 5:00 PM   *Michelle E Neely, University of Colorado Colorado Springs*

This project reports on findings of a study about faculty Teaching Circles about undergraduate reading. The study included: (1) survey results about faculty participation in Circles and (2) interview data exploring actual changes that faculty made to course syllabi and class activities to support reading based on their participation in Circles, as reported in process tracing interviews. Results of survey and interview data suggest that faculty found Circles valuable venues to support instructional change around reading in their courses. In addition, some faculty reported that the Circle content challenged faculty beliefs about the nature of undergraduate reading.

Topics: Faculty Professional Development

Atrium Ballroom	**P08. Designing and Delivering a Year-Long Inclusive Classroom Institute**
3:45 PM - 5:00 PM	*Ann Johnson, University of St. Thomas; Elizabeth Smith, University of St. Thomas; Kristine Wammer, University of St. Thomas*

The students we serve are becoming increasingly diverse. In addition, many higher education institutions, like our own, are embracing the task of meeting diverse student needs in the classroom in alignment with mission-based goals or strategic planning initiatives. In response to these demands, we designed a year-long series of workshops for faculty; the "Inclusive Classroom Institute" provides the opportunity for faculty to gain certification through completing assignments requiring faculty to apply workshop-based strategies and assess effectiveness. In this session we share our model, discuss faculty responses, explore challenges and opportunities, and identify avenues for modifying and strengthening the program.

Topics: Programs, Teaching & Learning

Atrium Ballroom	**P09. Development of a Diversity Statement Workshop**
3:45 PM - 5:00 PM	*Nicole Tuttle, University of Michigan*

This poster provides an overview of the goals, structure, and assessment from a workshop designed to help participants at the University of Michigan develop a diversity statement for the academic job market. We highlight differentiation that we employed to accommodate the varying levels of experience with diversity work as revealed by workshop evaluation data. We also share tools developed to help participants meet workshop goals, including a checklist to help surface contributions to institutional diversity through scholarship, teaching, and service, and a rubric to evaluate diversity statements based on a faculty evaluation rubric from the National Center for Institutional Diversity.

Atrium Ballroom	**P10. Faculty Communities for Inclusive Teaching: Building Capacity to Lead Change**
3:45 PM - 5:00 PM	*Victoria Genetin, University of Michigan; Theresa Braunschneider, University of Michigan; Grant Jackson, University of Michigan*

Over the last four years, the "Faculty Communities for Inclusive Teaching" initiative has had significant reach and impact on our campus, despite requiring relatively minimal resources in terms of funding and staff time. This collaboration between our teaching center and the university's Office of Diversity, Equity, and Inclusion provides small grants for projects that bring groups of faculty together in small communities to learn about inclusive teaching practices in their fields. This poster will outline the goals and structure of this program, highlight some examples of the range of projects, and feature assessment data indicating the successes of this program.

Topics: Assessment, Faculty Professional Development

Atrium Ballroom   **P11. First Year Courses: Evidence-Based Practices + Instructor Development = Retention**

3:45 PM - 5:00 PM   *Cyndi Kernahan, University of Wisconsin-River Falls; Tricia M Davis, University of Wisconsin-River Falls; Jamie L Schneider, University of Wisconsin-River Falls; Brad J Caskey, Birmingham-Southern College*

First year courses are common on college campuses. They are often recognized as a "high impact" practice and described as crucial to student success. But what do we know about how best to prepare instructors to teach them? And how should these courses be designed? Our poster presentation describes the development and assessment of our First Year Adventure (FYA) Courses, including the instructor development program and the results of our research examining student retention, student skills development, and the ways in which our program seems to especially benefit underrepresented minorities and first-generation students.

Topics: Faculty Professional Development, Research

Atrium Ballroom   **P12. Launching Collaborative Course Reform: Shared Frameworks and Individualized Action Plans**

3:45 PM - 5:00 PM   *Kairos Marquardt, University of Michigan; Karishma Collette, University of Michigan*

This poster shares our experience using a Course Design Institute to launch a university-wide instructional transformation initiative at the University of Michigan. It covers: 1) our integrated design framework, 2) course-specific data shared during the Institute, research questions that emerged, and resulting action plans created by Collaborative Course Design Teams, and 3) stories of how those action plans drove initial research and experimentation. This experience will be especially relevant to those engaged in large-scale instructional transformation initiatives, or who seek strategies for bringing a diverse cohort of stakeholders together to create individualized action plans in support of collectively-identified educational goals.

Topics: Teaching & Learning, Programs

Atrium Ballroom   **P13. Leading From the Side: Improving Teaching Through Collaborative Peer Observation**

3:45 PM - 5:00 PM   *Amanda Helip-Wooley, University of South Florida; Emad Mansour, University of South Florida; Kevin Yee, University of South Florida*

Our collaborative peer observation program is focused on sharing and dissemination of good practice, reflection, and awareness. All faculty involved in the program attended a "kick-off" event to orient them to this type of observation and to provide guidance on how to deliver feedback. Participants were also guided in the development of their own observation strategies through a series of video observations and discussions. In this poster we will provide details on the design and implementation of the collaborative peer observation program and share results in the form of feedback and reflections from the participants.

Topics: Teaching & Learning, STEM

Atrium Ballroom   **P14. Learning to Teach Online: Best Practices for Graduate Students**

3:45 PM - 5:00 PM   *Casey Carroll, University of South Carolina*

The Center for Teaching Excellence at the University of South Carolina-Columbia has developed an asynchronous online short course to provide graduate students with formal professional development in designing, developing, and delivering quality online courses. This poster session will describe drivers in the development of the course,course design, and course effectiveness. Key facets of course implementation will be highlighted for those who are interested in implementing a similar course at their own institution. This course is a potential model for preparing graduate students for a changing workforce and job market as the call for both quality online education and educators increases.

Topics: Teaching & Learning, Technology

Atrium Ballroom   **P15. Motivating Faculty Scholarship Using a "Thirty Day Challenge" Event**

3:45 PM - 5:00 PM   *Nicole Glen, Bridgewater State University*

This poster will explain a campus-wide event: "Thirty Day Challenge for Creative and Scholarly Work." The purpose was to: 1) motivate faculty and increase scholarship productivity but not require physical presence at specified times and places; 2) support tenured, tenure-track, and part-time faculty scholarship; and 3) create a campus community of faculty working on all forms of scholarship, including writing, sculpting, composing, and more. Survey results show that participants worked an average of five days per week for a range of thirty minutes to two hours each day, and felt they accomplished more than they would have without the event.

Atrium Ballroom   **P16. New Faculty Development- A Proposed Curriculum**

3:45 PM - 5:00 PM   *Whitney Denton, University of Tennessee, Knoxville; Beth White, Oak Ridge Institute for Science Education/Oak Ridge Associated Universities*

Building on previous research related to the adoption of teaching beliefs as they relate to both lived experience and current classroom involvement, this poster presents an intermittent, yet, cumulative model for developing the teaching competencies of new faculty members as they move through their first three years of teaching. Core proficiencies as well as Evidence Based Teaching practices are integral to this comprehensive model with applicability to all disciplines.

Topics: Teaching & Learning, Programs

Atrium Ballroom   **P17. Organic Chemistry Performance: Course Context, Student Strategies, and Assessment Design**

3:45 PM - 5:00 PM   *Beatriz Alexandra Brando, University of California at Berkeley*

Research has shown that students' study strategies and problem-solving approaches can strongly influence how students perform in their chemistry coursework. However, the literature has insufficiently explored how studying and problem-solving approaches interact with instructional and assessment practices. This work utilized a mixed methods design framework, using data from surveys, detailed in-class observations, analysis of course materials, and think-aloud interviews to describe the relationship between students' study strategies and problem-solving approaches, their exam performance, and course design. It will also discuss the use of semi-structured think-aloud interviews as a valuable pedagogical tool.

Topics: Research, Teaching & Learning

Atrium Ballroom   **P18. Promoting International Students' College Success Through a First-Year Experience Course**

3:45 PM - 5:00 PM   *Sara Friedman, University of South Florida; Oana Cimpean, University of South Florida*

In recent years, there has been an emergence of more courses designed specifically to increase success and retention among first-year students. International students are a critical (and growing) segment of that population. Are these courses benefiting them in the same ways as their domestic counterparts? In this poster session, the presenters will detail how and why a first-year experience course that focuses primarily on helping students succeed academically and as campus participants was tailored to an international student audience. This poster will serve to initiate a dialogue about how educational developers can influence the instruction of this demographic.

Atrium Ballroom   **P19. Quality of Life Outcomes From Faculty Development Participation**

3:45 PM - 5:00 PM   *Marilyn Lockhart, Montana State University; Kenneth Silvestri, Montana State University*

In a changing environment, faculty development programs are experiencing increased pressure by stakeholders to assess the outcomes of their programs. While the majority of programs gather information about participant satisfaction, more in-depth and holistic assessments on quality of life factors that could indicate faculty ability to manage change are not as common. This poster will display the outcomes of a quality of life survey given to frequent attendees about the impact of participating in workshops. Factors assessed included willingness to take on new challenges, level of confidence, ability to adapt to change, feeling of health and well-being, and career satisfaction. Topics: Faculty Professional Development

Atrium Ballroom   **P20. Research Skills in and Beyond the Curriculum**

3:45 PM - 5:00 PM   *Nicole Perry, University of Kansas; John Augusto, Georgia State University*

Advocates for change in higher education often lament the lack of integrative thinking and applied learning in undergraduate education. Yet getting students to synthesize learning across multiple settings and be able to apply that learning in a variety of careers once they graduate is no simple task. It requires coordination, intentional scaffolding, and a familiarity with the job market that may feel out of reach for many faculty. This poster will share two models for how administrators can lead initiatives to meaningfully include and support faculty who want to encourage integrative and applied thinking through undergraduate research.

Topics: Teaching & Learning, Faculty Professional Development

Atrium Ballroom   **P21. Scaffolding Faculty Efforts to Join a Community of Scholarly Teachers**

3:45 PM - 5:00 PM   *Douglas Jerolimov, IUPUI; Richard Turner, IUPUI*

Many university faculty who seek to shape their teaching as best practices and capture their successes in a scholarly manner need help in finding the common vocabulary, methods, and shared values in sustainable communities of practice. This poster session draws on faculty development data generated by consultations, workshops, and programs focused on helping instructors acquire conceptual competence in two learning theories and a familiarity with the approaches to scholarly teaching, the basic elements needed for entry into local communities of teaching practice. The project at the heart of this proposal enables faculty to enter the domain of scholarly teaching.

Atrium Ballroom   **P22. Students Leading the Way to Change in Instructional Practices**

3:45 PM - 5:00 PM   *Claire C Lamonica, Center for Teaching, Learning, and Technology*

We recently surveyed faculty who had requested Midtem Chats (Small Group Instructional Diagnoses) on our campus over a 10-year period to determine whether they had made any lasting changes to their instructional practices. This poster is designed to share the results that research. We include both data and illustrative comments from our research participants.

Topics: Graduate Student Professional Development, POD Professional Development

Atrium Ballroom   **P23. Teaching-As-Research: Engaging STEM Future Faculty in Practitioner Inquiry**

3:45 PM - 5:00 PM   *Denise S. Pope, Center for the Integration of Research, Teaching & Learning; Robin Greenler, Center for the Integration of Research, Teaching & Learning*

Teaching-as-Research (or TAR) was a term coined to describe systematic inquiry into teaching and learning, intended to resonate with STEM researchers who might not be familiar with SoTL. TAR is now used as a framework for graduate student and postdoc professional development at 40 universities in the CIRTL Network. In this poster, we define the concept of TAR and describe how it is used for future faculty teaching development, to encourage discussion of how it fits in with the broader use of SoTL in professional development. We will discuss variation across Network institutions in how TAR is defined and implemented.

Topics: SoTL, STEM

Atrium Ballroom   **P24. Technology Tools Increasing Efficiency and Impact of "Centers of One"**

3:45 PM - 5:00 PM   *Julie Johnson, Chapman University; Roxanne Greitz Miller, Chapman University*

Faculty development centers at small to mid-sized universities, as well as new centers, are often categorized as "centers of one" where one person is responsible for coordinating all center activities and funding for additional staff support or technology is often limited. This poster presentation will share several free or low-cost technologies used by such a center to publicize and manage their events, create and maintain a multi-platform social media profile, schedule and confirm consultations and other service requests, provide and distribute faculty recognition, evaluate center programs and performance, and deliver faculty professional development online.

Topics: Start-up, Technology

Atrium Ballroom   **P25. Transformations in Teaching: Faculty Discussions on Effective Teaching Practices**

3:45 PM - 5:00 PM   *Leila Ansari Ricci, California State University, Los Angeles*

This poster describes trends in and lessons learned from faculty discussions in an online, cohort-based professional development program (ACUE Course in Effective Teaching Practice). Representing several disciplines at a large, urban public university in Southern California, 108 professors completed a semester of twelve ACUE modules, in which they learned about and applied teaching techniques in their courses and reflected with peers in online discussions. This poster presents results of qualitative analyses of faculty participants' weekly discussions to document their transformation in teaching. Implications for faculty developers using online professional development will be shared.

Atrium Ballroom   **P26. University of Iowa Women Faculty Development Conference: A Ten-Year Reflection**

3:45 PM - 5:00 PM   *Faryle Nothwehr, University of Iowa*

Women faculty continue to face unique challenges in academia with regard to leadership opportunities and career development such that programs targeted to this population are warranted. This poster describes the activities and outcomes of a women faculty conference held for ten consecutive years at the University of Iowa. The formats and themes of the conference are described, along with evaluation outcomes. Challenges for the planning committee include addressing the needs of faculty from varied fields and work cultures, and addressing individual change as well as systems change. A goal is the discovery of mutual problems in addition to potential solutions.

Atrium Ballroom   **P27. Using Google Apps to Enhance and Diversify the Classroom Experience**

3:45 PM - 5:00 PM   *William Scott Duffy, Alamo Colleges; Scott D'Amico, Alamo Colleges District*

This will highlight four freely available Google Tools that can enhance and diversify the classroom experience: Google Docs, Google Slides, Google Forms, and Google Maps. This poster will identify ways Google Tools can further pedagogical goals, concrete examples of successful classroom use, and guides for training faculty members in the use of these tools. Participants who engage with the poster will also have the chance to interact directly with sample educational activities built with these tools, or to start the building of their own Google-enabled activity with the assistance of poster presenters.

Topics: Teaching & Learning, Faculty Professional Development

Atrium Ballroom	**P28. Students Helping Students Provide Valuable Feedback on Course Evaluations**
3:45 PM - 5:00 PM **Innovation Award Recipients**	*Adriana Signorini; Mariana Abuan; Jose Sandoval; Gautam Panakkal University of California, Merced* Audiences: All POD Members Topics: Assessment; Faculty Professional Development; Teaching & Learning

Atrium Ballroom	**P29. The Online Learning EfÔ¨Åcacy Research Database**
3:45 PM - 5:00 PM **Innovation Award Recipient**	*Katie Linder, Oregon State University* Faculty across disciplines remain skeptical about the effectiveness of learning online. To that end, when provided with evidence about the effectiveness of online teaching and learning, many will ask: "but what about the research on teaching online in my discipline?" The XXX at XXX University has created a searchable database of studies that allows users to find efficacy research comparing online, blended/hybrid, and face-to-face modalities through searches by discipline, sample size, year, and other variables. This poster will showcase some of the features of the database and plans for future development of the tool. Topics: SoTL, Faculty Professional Development

Atrium Ballroom	**P30. Sparkshops**
3:45 PM - 5:00 PM **Innovation Award Recipients**	*Susan Shadle; Tasha Souza; Shawn Simonson; Megan Frary; Sarah Dalrymple; Brittnee Earle; Teresa Focarile* all: Boise State University Audiences: All POD Members; New/Recent Educational Developers (5 years or less); Seasoned Educational Developers Topics: Faculty Professional Development; Programs

Atrium Ballroom   **P31. Internship Grant Poster #1 (Meija)**

3:45 PM - 5:00 PM   The POD Network, upon recommendation of the Diversity Committee, has
                        awarded the 2018 Educational Development Internship Grant to the following
Internship Grant   institution:
Recipient
                        University of California, Berkeley (application submitted by Fabrizio Mejia, MS,
                        Vice Chancellor, Division of Equity and Inclusion

Atrium Ballroom   **P33. Travel Fellowship Poster #1**

3:45 PM - 5:00 PM   Ellonda L. Green; Drexel University

Travel Fellowship   Audiences:
Recipient
                        Topics:

Atrium Ballroom   **P34. Travel Fellowship Poster #2**

3:45 PM - 5:00 PM   China Jenkins, Texas Southern University

Travel Fellowship   Audiences:
Recipient
                        Topics:

Atrium Ballroom   **P35. Travel Fellowship Poster #3**

3:45 PM - 5:00 PM   Soheil Fatehiboroujeni; University of California, Merced

Travel Fellowship   Audiences:
Recipient
                        Topics:

Atrium Ballroom   **P36. Travel Fellowship Poster #4**

3:45 PM - 5:00 PM   Janelle Coleman; University of Tennessee

Travel Fellowship   Carol Hernandez, Long Island University
Recipient
                        Audiences:

                        Topics:

Atrium Ballroom   **P37. Travel Fellowship Poster #5**

3:45 PM - 5:00 PM   Ijeoma Njaka; Georgetown University

Travel Fellowship   Audiences:
Recipient
                        Topics:

Atrium Ballroom   **P38. Travel Fellowship Poster #6**

3:45 PM - 5:00 PM   Mays Imad; Pima Community College

Travel Fellowship   Audiences:
Recipient
                        Topics:

Atrium Ballroom   **P39. Travel Fellowship Poster #7 (Brooks)**

3:45 PM - 5:00 PM   Travel Fellowship Recipient

                        Jamiella Brooks; Berea College

                        Audiences:

                        Topics:

Atrium Ballroom	**P40. Travel Fellowship Poster #8**
3:45 PM - 5:00 PM	Xiaoshu Zhou; Northern Illinois University
Travel Fellowship Recipient	Audiences:
	Topics:

Atrium Ballroom	**P41. Travel Fellowship Poster #9**
3:45 PM - 5:00 PM	Jennifer Collins; Ohio State University
Travel Fellowship Recipient	Audiences:
	Topics:

Atrium Ballroom	**P42. Travel Fellowship Poster #10**
3:45 PM - 5:00 PM	Jallicia Jolly; University of Michigan
Travel Fellowship Recipient	Audiences:
	Topics:

Resource Fair and Reception

5:15 PM - 6:45 PM

Pavilion East

The Resource Fair provides a venue for participants to find or exchange information and resources relevant to our work as educational and organizational developers. This is a great opportunity to socialize while acquiring new information or by sharing activities, resources, and services that benefit the POD Network community. The Resource Fair features tables only from college- and university-affiliated programs and from non-profit organizations.

Materials and services may **not** be offered for sale or promoted for sale during the Resource Fair.

POD Network Awards Banquet

7:00 PM - 8:30 PM   **Grand Ballroom I**

Sponsored by ACUE

8:30 PM - 9:30 PM   **Excursion: E4. Local Beer and Wine Tasting, Captain Gray Ballroom (Dunniway)**

Cost: $32 USD per person (includes gratuity)

Excursion participants meet in the Hilton lobby, 15 min before departure.

Karaoke / Dance Party

8:30 PM - 11:59 PM   **Atrium Ballroom**

Saturday, November 17

Saturday's Highlights	
7:30 AM - 8:45 AM	**Committee and SIG Meetings** (various locations)
9:00 AM - 10:15 AM	**Committee and SIG Meetings** (various locations)
12:00 PM 1:00 PM	**Networking Lunch and POD Network Updates** (Grand Ballroom I & II)

6:00 AM - 7:00 AM	**Yoga** (Skyline II)
7:00 AM - 7:30 AM	**Running and Walking.** Depart from Hilton Lobby.
7:00 AM - 7:45 AM	**Meditation** (Skyline IV)
7:00 AM - 8:45 AM	**Conference Breakfast** (Grand Ballroom I and II)
7:30 AM - 8:45 AM	**To Improve the Academy (TIA) Editorial Board Meeting** (Skyline I)
7:30 AM - 8:45 AM	**International POD Network Attendees Gathering** (Pavilion East)
9:00 AM - 5:00 PM	**Vendor Exhibit**, Plaza Foyer
5:00 PM - 5:45 PM	**Running.** Depart from Hilton Lobby.
6:00 PM	**Dinner on your own.**

Committee and SIG Meetings 9:00 AM - 10:15 AM

Galleria I　　　　　　　**Finance Committee Meeting**
7:30 AM - 8:45 AM

Galleria III　　　　　　**Professional Development Committee Meeting**
7:30 AM - 8:45 AM

Parlor B　　　　　　　**Scholarship Committee Meeting**
7:30 AM - 8:45 AM

Committee and SIG Meetings 9:00 AM - 10:15 AM

Broadway I
9:00 AM - 10:15 AM

Adjunct/Part-Time Faculty SIG Meeting

Forum Suite
9:00 AM - 10:15 AM

Awards Committee Meeting

Skyline II
9:00 AM - 10:15 AM

Digital Resources and Innovations (DRI) Committee Meeting

Council Suite
9:00 AM - 10:15 AM

Diversity Committee Meeting

Parlor C
9:00 AM - 10:15 AM

External Partnerships and Outreach Committee Meeting

Galleria II
9:00 AM - 10:15 AM

Graduate Student, Professional Student, and Postdoctoral Scholar Development SIG Meeting

Skyline I
9:00 AM - 10:15 AM

Healthcare Educational Developers SIG Meeting

Broadway III
9:00 AM - 10:15 AM

Membership Committee Meeting

Studio Suite
9:00 AM - 10:15 AM

Mindfulness & Contemplative Pedagogy SIG Meeting

Broadway II
9:00 AM - 10:15 AM

STEM SIG Meeting

Directors Suite
9:00 AM - 10:15 AM

Scholarship of Teaching & Learning (SoTL) SIG Meeting

Broadway IV
9:00 AM - 10:15 AM

Small Colleges SIG

Pavilion East
9:00 AM - 10:15 AM

Teaching with Technology SIG Meeting

Plaza Foyer
10:00 AM - 10:30 AM

Coffee Break

Research Presentations 10:30 AM – 11:05 AM

Directors Suite   **Curiosity and the Pleasures of Learning: Leveraging Internal Student Motivation to Learn Through Curiosity**

10:30 AM - 11:05 AM   Session A

Jose Vazquez, University of Illinois; Daria Bottan, State University of New York; Eric Chiang, Florida Atlantic University

This session aims to provide instructors with strategies to leverage one of the essential internal drives for learning: curiosity. We use the definition of curiosity offered by cognitive scientists, particularly Loewenstein's Information Gap Theory of Curiosity, to offer several principles to leverage student motivation through curiosity. We aim to demonstrate the validity of these strategies by connecting them to clinical classroom experiments conducted by the authors over the past year in large-enrollment sections of Principles of Economics courses.

Topics: SoTL, Teaching & Learning

Directors Suite   **Teaching Epistemology: Classroom Practice and Implications for Educational Development Leadership**

11:10 AM - 11:45 AM   Session B

Katherine Kearns, Indiana University Bloomington; Leslie Drane, Indiana University Bloomington

In this research-based session, we will share results from our multi-institution study about how faculty leaders teach a native sovereignty law with connections to many academic disciplines. This case study reveals faculty course design processes that: make learning accessible to marginalized identity groups; help students understand epistemologies -- ways of knowing, organizing, and doing -- as culturally formed; and prepare students to be collaborative partners in epistemology-based intercultural and interconnected global problems. This session will help educational developers be part of inclusive leadership as they consider how to incorporate epistemological difference into their diversity programs and course- and curriculum-design support.

Topics: Research, Teaching & Learning

Studio Suite   **Students Helping Students Provide Valuable Feedback on Course Evaluations**

10:30 AM - 11:05 AM   Session A

Adriana Signorini, University of California, Merced; Mariana Abuan, University of California, Merced

How can we elicit more actionable student responses to the open-ended questions on course evaluations? This session will present a POD grant funded study conducted to enhance the effectiveness of course evaluations by enlisting the help of undergraduate interns to demonstrate the importance of course evaluations to peers and teach them how to compose potent answers for instructors. A presentation was developed and delivered to 316 peers in workshop and video formats in 18 courses. To assess the impact of this study, the presentation as well as the quality of course evaluations were assessed using original rubrics.

Topics: SoTL, POD Professional Development, Teaching and learning

Studio Suite   **Assessing and Improving Department Culture**

11:10 AM - 11:45 AM   Session B

Jake Glover, IDEA; Tim Archie, IDEA; Dan Li, IDEA

Research shows workplace climate (including academe) to be related to employee satisfaction, productivity, and retention (Archie et al., 2015; August & Waltman, 2004; Settles et al., 2006). We have developed an academic department climate survey to provide formative feedback based on faculty perceptions of collegiality and their influence on decision making. In this session we will provide preliminary results of data analyses and practical implications from several departments. Particular emphasis will be placed on how survey results can be used to inform policy decisions, track department climate over time, and assess the effectiveness of a climate-related intervention.

Topics: Organizational Development, Research

Roundtable Discussions 10:30 AM – 11:45

Skyline III   **Changing Our Modes of Delivery: Responsive Educational Development**

10:30 AM - 11:45 AM   *Amanda Irvin, Columbia University; Suzanna Klaf, Columbia University*

Reaching today's instructors necessitates changing the modes of delivery of our Center offerings since traditional face-to-face programming during office hours engages only a small subset. In what ways can we as educational developers be more responsive and innovative in our modes of delivery? To make offerings more accessible, the session conveners explore moving programs and resources online and varying the time, duration, and location of offerings. Together, we will reflect on and share our efforts to design and deliver offerings that are responsive to changing instructor demographics, development needs, and teaching and learning contexts.

Topics: Faculty Professional Development, Programs

Cabinet Suite   **Developing a Vision of Teaching and Learning for 2025: Lessons Learned**

10:30 AM - 11:45 AM   *Bruce R. Harris, Dixie State University; Anthony Pina; Michael Lacourse, Dixie State University*

This roundtable session will discuss lessons learned in the development of a white paper and infographic to define a vision of teaching and learning for the year 2025 at a comprehensive university in the West. During the fall of 2017, a task force of 15 members representing various areas on campus used a design thinking approach to develop the vision and strategic plan to achieve the vision. The vision consists of four learning components: active, lifelong, flexible, and integrated.

Senate Suite   **Enticing by Design: A High-Impact Practice Certificate for Faculty**

10:30 AM - 11:45 AM   *Erica Bowers, California State University, Fullerton; Kristin Stang, California State University, Fullerton*

High Impact Practices (HIPs) have been found to enhance student learning and increase student graduation rates. Faculty Development Centers have worked to include workshops focusing on the eight key elements of HIPs (AAC&U, 2013). This roundtable session will present an approach designed to encourage and entice faculty to participate and complete a professional development series, by providing a certificate to be included in a faculty members' review portfolio. This program has garnered success at a large four-year institution, with more than 100 certificates awarded in the past year. The roundtable goal will be to present the approach and solicit feedback.

Topics: Adjunct Professional Development, Teaching & Learning, organizational development

Park **Leading Change Through Collective Impact**

10:30 AM - 11:45 AM *Kimberly Vincent-Layton, Humboldt State University; Julie Alderson, Humboldt State University; Cheryl Johnson, Humboldt State University; Enoch Hale, Humboldt State University*

This session will explore the concept of "collective impact" as it relates to professional development efforts at institutions undergoing major organizational change. Our new Center is an excellent model for the implementation of the collective impact approach ‚Äì working in cooperation with our Office of Diversity, Equity and Inclusion as well as our Office of Institutional Effectiveness, the Center is living our campus motto "Creating Change for Equity." This session will present the collective impact approach, explain its implementation on our campus, and allow participants to explore how it might be employed at their own institutions.

Skyline IV **Reimagining Classroom Observations and SGIDs for Online Courses**

10:30 AM - 11:45 AM *Josie Baudier, Kennesaw State University*

Educational developers are seeking ways to transform traditional classroom observations and SGIDs to online environments in response to steadily climbing enrollment for distance learning (Seaman, Allen, & Seaman, 2018). As educational developers, we must fully support distance education faculty seeking feedback about their teaching and their courses. Like traditional environments, we should frame our online educational support--observations, focus groups, and consultations--as collaborative and developmental (Brinko, 2012). In this roundtable, we will both identify the challenges of adapting these services to asynchronous online courses and explore commonalities to identify innovative best practices for online courses.

Topics: Teaching & Learning, POD Professional Development

Executive Suite **Small Centers, Big Impact: Scaling Effective Instruction**

10:30 AM - 11:45 AM *Emily Hixon, Purdue University Northwest; Gray Kane, Delta State University; Jorg Waltje, Texas Woman's University; Aubree Evans, Texas Woman's University; Carmen Macharaschwili*

Leading change can be especially challenging for institutions when resources are limited. In this session, learn how three institutions with small (or nonexistent) teaching centers are using ACUE's Course in Effective Teaching Practices to scale their efforts to lead a widespread adoption of evidence-based teaching practices across all disciplines. Presenters will share how this faculty development approach was implemented to meet the specific needs of their faculty and describe the successes, challenges, and surprises that resulted. Participants will brainstorm challenges they confront in getting faculty to change their teaching behaviors and possible solutions to ensure all students receive effective instruction.

Topics: Teaching & Learning, Programs

Parlor C   **A Framework for Collaboration: Languages of Teaching and Learning**

10:30 AM - 11:45 AM   *Adam G Beaver, Harvard University; Pamela M. Pollock, Harvard University*
Teaching and learning professionals come to the field from many backgrounds, ranging from faculty with disciplinary PhDs, to education school graduates, to technologists steeped in instructional design. The presence of so many perspectives strengthens our centers and expands our range of work-but it also challenges us to avoid a dynamic in which everyone draws solely on his/her own background without absorbing the perspectives of others. We will share how our center cultivates four "languages" of teaching and learning in order build our team, collaborate more effectively, and expand our impact in our work with faculty, graduate students and administrators.
Topics: Faculty Professional Development, Graduate Student Professional Development

Parlor A   **Adopting a Faculty Learning Outcomes Framework Through Cross-Institutional Mentorship**

10:30 AM - 11:45 AM   *Elli Goudzwaard, Dartmouth College; Carol A Hurney, Colby College; Michael Goudzwaard, Dartmouth College; Cindy Tobery, Dartmouth College*
Collaborating cross-institutionally on educational development efforts can be a mutually validating and beneficial approach to leading in times of change. In this session, presenters will share their experience of adapting an existing faculty learning outcomes (FLO) framework for their institutional context with the support of an experienced external mentor. The session will explore how adopting FLOs can be a means to advance evidence-based teaching practices, influence institutional culture, and professionalize the educational development field. Attendees will consider the viability of the FLO framework and cross-institutional mentorship model as levers for change in their own contexts.

Topics: POD Professional Development, Assessment

Parlor B

Centering Inclusivity in Diversity and Inclusion Training

10:30 AM - 11:45 AM

Mary Renda, University of Michigan; Lisa Jong, University of Michigan

To challenge the institutional inequalities and hostile climate that affect underrepresented students' college access and success (Engle & Tinto, 2008), training instructors on effective diversity and inclusion practices is critical. How can these trainings avoid prioritizing the learning of participants that hold more privileged identities? In this interactive session, we offer the SALT model (Museus et al 2017) and critical service learning (Mitchell, 2008) as frameworks that center teaching and learning around power, privilege and social justice. We then invite participants to explore and generate practical strategies that center the learning of all participants in diversity and inclusion trainings.

Topics: Organizational Development, Programs

Galleria II

Change Agents: Preparing Future Faculty Through Outcomes-Based Teaching Certificate Programs

10:30 AM - 11:45 AM

Linda von Hoene, University of California, Berkeley; Kate Williams, Georgia Institute of Technology; Isabelle Barrette-Ng, University of Calgary

Based on the findings of a comprehensive survey conducted in 2010 and again in 2018, participants will identify changes in teaching certificate programs for graduate students over the past decade. Using a set of intended instructor development outcomes, participants will review sample teaching certificate programs and analyze their own programs, should they have one on their campus, or sketch out a program they intend to implement. Collaboratively we will articulate research questions pertaining to certificate programs that should be further explored such as the impact of certificate programs in the academic job search and in the experience of junior faculty.

Topics: Research, Programs

Skyline I

Cross-Center Collaborations: Teaching Excellence and Academic Success Join Forces

10:30 AM - 11:45 AM

Robert Bledsoe, Augusta University; Susan Hrach, Columbus State University; Mary Carney, University of North Georgia

One relatively under-explored avenue for improving student outcomes is an alliance of those of us working in faculty development with colleagues working in student success. This session will describe efforts by the Office of Faculty Development and Teaching Excellence and the Academic Success Center at XX (a mid-sized, comprehensive public university) to develop and coordinate programming for faculty members and students. Participants will experience one of our techniques for evaluating and promoting a growth mindset in both groups and engage in activities to identify potential areas of cooperation at their home institutions.

Topics: Teaching & Learning, Faculty Professional Development

Broadway II   **Forming Cross-functional Instructional Teams to Change Course Design and Delivery**

10:30 AM - 11:45 AM   *Karishma Collette, University of Michigan; Meg Bakewell, University of Michigan*
Gateway courses are crucial in students' lives, serving as introductions to disciplines and careers. In creating courses that support the success of all students, our collaborative course design (CCD) teams promote a diverse, equitable, and inclusive campus. We aim for tight-knit teams with diverse perspectives and strong communication. In this workshop, we will share and elicit strategies for instructor engagement with the CCD process. We will engage in an activity to expand and refine our understanding of the repertoire of roles possible on a teaching team. Finally, we will identify effective teamwork strategies, and share tools to navigate challenges.
Topics: Programs, Diversity

Broadway I   **Leading Change: Integrating Adjunct Faculty into a Center's Strategic Plan?**

10:30 AM - 11:45 AM   *James F. Stenerson, Pace University; Ann Coburn-Collins, Saginaw Valley State University; Mandy McGrew, Kennesaw State University*
Adjunct/part-time faculty support is vital because currently they are the "new faculty majority." Teaching Centers can own the responsibilities of adjunct faculty support by including them in their Center's Strategic Plan (SP),if they have one. Centers can assert their role in supporting part-time faculty by establishing a strategic plan that includes adjuncts. This session will review the concept of strategic planning and discuss how to create a plan for your center that addresses adjunct faculty educational development. Participants will review existing plans, work in groups to develop a plan, and consider measurable/assessable outcomes for supporting adjunct/part-time faculty.
Topics: Administration, Organizational Development

Galleria I   **Learning Together: Influencing Institutional Culture Through a Faculty Fellows Program**

10:30 AM - 11:45 AM   *Stacey Kikendall, Park University; Amber Dailey-Hebert, Park University; Emily Sallee, Park University; Jamie Els, Park University*
Influencing institutional culture is a complex process, especially for geographically-dispersed faculty, but with the leadership of dedicated and innovative teachers across disciplines progress can be made. This presentation will share the progress achieved at one Midwest university through the advent of a Faculty Fellows program. Presenters will discuss the data that inspired the Fellows program, the subsequent implementation of the program, and lessons learned. Assessment results suggest progress in regards to community-building and innovation of new pedagogical strategies, but the Faculty Center continues to refine the program to ensure its sustainability and relevance to the University's adjunct and full-time faculty.
Topics: Adjunct Professional Development, Programs

Council Suite	**Peer Assessment Consultation Guide: A Team Approach to Fruitful Consultations**

10:30 AM - 11:45 AM *Justin M Fletcher, McGill University; Carolyn Samuel, McGill University*

Historically, the amount of work involved in getting students to engage in peer assessment (PA) has been a barrier to entry for instructors. However, when properly implemented, PA can benefit students and instructors. Our teaching and learning center developed a multi-pronged approach to support instructors who are considering implementing PA. This approach includes close collaboration among educational developers and learning technologists, as instructors' questions can simultaneously require both areas of expertise. We share our one-page PA Consultation Guide that facilitates conversations with instructors to help them design a successful assignment. Participants will begin designing a consultation guide for their context.

Pavilion East	**Raising the Curtain: Encouraging Backstage Conversations That Lead to Student Success**

10:30 AM - 11:45 AM *Peter Felten, Elon University; James Berg, Borough of Manhattan Community College; Joshua Caulkins, Arizona State University; Stephanie M Foote, Gardner Institute; Drew Koch, Gardner Institute*

Research demonstrates that faculty approaches to teaching are most influenced by informal discussions "backstage" among peers, that is, outside of formal professional development activities (Roxa & Martensson, 2009). This session explores effective approaches to understand and shape backstage conversations about teaching and learning. We will show how leadership development programs and Communities of Practice can be used to integrate institutional goals, such as equity and student success, into informal peer networks. Participants will consider the implications of backstage conversations for their own work and will identify steps they can take to support faculty in ensuring equitable outcomes for all students.

Pavilion West	**Share Your Scholarship: Strategies for Connecting Your Work with the Right Audiences**

10:30 AM - 11:45 AM *Katie Linder, Oregon State University; Laura Cruz*

POD-sponsored Professional Development Session
Sponsor: Scholarship Committee

The Scholarship of Educational Development (SOED) serves not just to inform our practice, but also to inform and promote the work we do to external audiences. Given the challenging and competitive environment of contemporary higher education, it is imperative that we articulate the value of our work to others. In this session, participants will have the opportunity to create a comprehensive dissemination plan for one of their pieces of scholarship (book, article, or other project) to help them ensure they are sharing their work with the right audiences.

Forum Suite **Strategies to Transform Self-Criticism into Self-Encouragement and Self-Compassion**

10:30 AM - 11:45 AM *Rachel Turow, Seattle University*

Both faculty members and students often assume that self-criticism keeps them motivated. But studies show self-kindness yields greater motivation, well-being, and productivity. Even with noble intentions ("I should really be nicer to myself"), the actual process of changing patterns of self-criticism can be elusive. Self-criticism also interacts with stereotype threat to affect performance. The good news is that even brief training can reduce self-criticism and self-doubt and increase self-compassion and self-efficacy when managing challenges. In this workshop, we'll consider key research on self-talk, and try out three brief evidence-based practices (cognitive reappraisal, self-compassion, and lovingkindness meditation) to meaningfully improve self-talk.

Topics: Graduate Student Professional Development, POD Professional Development

Broadway III **Supporting Underrepresented Groups through Student Panel Discussions**

10:30 AM - 11:45 AM *Tonya Whitehead, Wayne State University; Sara Kacin*

Are you interested in the best ways to support your underrepresented and non-traditional students? Why not ask them directly? Veterans, LGBTQ+ students, and students with disabilities have unique needs that faculty may not have considered. This session will discuss preparing to host student lead panels. These panels are designed to give the students the opportunity to share what is most beneficial to them directly with faculty. Hearing personal stories for students more powerfully connects with faculty and leads to positive changes in the classroom to improve student learning.

Topics: Faculty Professional Development, Programs

Skyline II   **Teaching Across Boundaries: Facilitating Conversations About Designing Effective Interdisciplinary Courses**

10:30 AM - 11:45 AM   *Jacqueline Stimson, Carnegie Mellon University; Chad Hershock, Carnegie Mellon University*

Although interdisciplinary courses have become increasingly popular, putting multiple disciplines and instructors together does not automatically guarantee positive student learning outcomes. This challenge is compounded by the lack of empirical research on interdisciplinary teaching and diverse opinions about what "interdisciplinary" should look like in the classroom. Leveraging principles of backwards course design, we developed a learning community to explore common ground among faculty from 21 disciplines regarding learning objectives, assessments, and teaching strategies in interdisciplinary courses. Participants will learn about our approach and outcomes, experience select activities from our FLC, and share their own strategies for supporting interdisciplinary course initiatives.

Topics: Programs, Assessment

Broadway IV   **Transforming Classrooms into Culturally Responsive Environments**

10:30 AM - 11:45 AM   *Ariel C Gil, University of Alabama at Birmingham*

To support internationalization efforts currently underway at our university and to better meet the needs of our growing international student population,the CTL designed and deployed a Needs Analysis survey in the Summer of 2017. A total of 308 undergraduate and graduate international students returned the completed survey. Survey results were subsequently used as base-line data to identify areas of strengths and weaknesses. Consequently, six scaffolding strategies, which will be introduced in this session,were explored by faculty in an interactive workshop where they identified practical ways to incorporate and apply these strategies into their courses to make their classrooms more culturally responsive.

Galleria III   **Using Formative Evaluation to Transform Graduate Student Teaching Certificate Programs**

10:30 AM - 11:45 AM   *Anusha S. Rao, Indiana University-Purdue University Indianapolis; Andi Rehak, Indiana University-Purdue University Indianapolis; Jessica L. Alexander, Indiana University-Purdue University Indianapolis*

Well-designed graduate student teaching certificate programs (GSTCP) can enhance graduate students' development of teaching skills thus making them more competitive for academic careers. In this interactive session, we introduce our GSTCP's key aspects and the formative evaluation plan that has transformed it to become more participant-centered, responsive to inclusive excellence, and increasingly relevant to academic career preparation. Participants will leave the session with a preliminary plan to begin or enhance the formative evaluation process and tools of their own GSTCP.

Topics: Programs, Assessment

Networking Lunch / POD Network Updates

12:00 PM - 1:15 PM   **Grand Ballroom I**

Sponsored by Lumina Foundation

12:00 PM - 1:15 PM   **Excursion: E5. Portland Saturday Market**

Cost: free

Excursion participants meet in the Hilton lobby, 10 min before departure.

Research Presentations 1:30 PM - 2:45 PM

Directors Suite   **Investigating Emotion-Based Interventions in the College Classroom: Mindfulness and Cognitive Reappraisal**

1:30 PM - 2:05 PM   Session A

James Lang, Assumption College; Sarah Cavanagh, Assumption College

Previous research has demonstrated that emotions play a significant role in learning in the college classroom. We sought to investigate whether brief interventions designed to help students manage their emotions in the classroom would improve their short- or long-term learning. Two common strategies for managing emotions are cognitive reappraisal and mindfulness. We evaluated whether interventions in these two categories could impact same-day and end-semester learning in 219 undergraduates across ten different courses through two semesters. Interventions did not impact same-day learning but did improve end-semester learning, particularly cognitive reappraisal. We will discuss study design, results, and limitations.

Topics: Research, Teaching & Learning

Directors Suite   **Measuring Faculty Learning about Teaching: An Expert Validated Survey**

2:10 PM - 2:45 PM   Session B

Carol A Hurney, Colby College; Jordan Troisi, Sewanee: The University of the South

Outcomes-based assessment evidences the value of center programs not only by documenting indicators such as participation and satisfaction but also by measuring changes in the target audience - faculty. While direct measures of the impact of center programs on teaching, assessed via classroom observations tools or syllabus and assignment rubrics, are desirable, these methods are time consuming and resource intensive. Our research provides an expert validated survey that assesses faculty learning outcomes related to several dimensions of effective teaching (XXXet al.2016). The survey also provides results related to how programs impact faculty awareness, confidence, values, behaviors and reflection about their teaching.

Studio Suite   **Leveraging VoiceThread to Enhance Online Asynchronous Communication and Collaboration**

1:30 PM - 2:05 PM   Session A

Rebecca Burgner, The Bush School at Texas A&M University

Asynchronous communication and collaboration in online learning environments can be difficult. What if there was a tool that used different modalities to communicate and collaborate allowing students to use text, audio or video to communicate and create content using different media and different sources? Would this tool enhance or become a barrier to student learning? In this presentation, participants will learn about VoiceThread, an educational technology tool, that allows users to upload media and have a conversation around that media. Participants will also discuss findings from research conducted with VoiceThread used in an emergency management asynchronous online graduate course.

Topics: Teaching & Learning, Graduate Student Professional Development, Research

Studio Suite   **Developing Community: Psychosocial Impacts of Faculty Learning Circles**

2:10 PM - 2:45 PM   Session B

Melissa J. Himelein, UNC Asheville; Hannah J Anderson, Western Carolina University

Faculty learning communities (FLCs), faculty groups that collaborate on a yearlong project or program of study, have demonstrated impressive impacts on teaching and learning. Participants in FLCs have also been found to experience considerable psychosocial benefits. Given a climate of increased workload and time pressure among faculty, making FLC participation difficult, to what extent can a shorter-term small group model provide similar positive outcomes? This research examined the impact of faculty learning circle involvement (3-5 meetings to discuss educational issues or books) on loneliness and psychological sense of community. Implications of the findings for future programming will be addressed.

Topics: Research, Assessment

Roundtable Discussions 1:30 PM – 2:45 PM

Cabinet Suite   **Be the Change: Launching a Graduate Program for Faculty Developers and Designers**

1:30 PM - 2:45 PM   Concurrent Session: 75-minute roundtable discussion
Maggie Debelius, Georgetown University; Eddie Maloney, Georgetown
How can we train and professionalize the next generation of faculty developers? In this roundtable we seek to engage other faculty developers in a meaningful discussion of what a graduate program in the field should look like. We will share our own experience and lessons learned in launching a new Master's Program in Learning and Design, the first degree program to be stewarded by a center for teaching and learning. We will then facilitate a conversation about curriculum, pedagogy, assessment, and institutional buy-in for graduate training in faculty development.
Topics: POD Professional Development, Organizational Development, Start-up

Park   **Facilitating Change at Research Universities**

1:30 PM - 2:45 PM   *Andrea Aebersold, University of California, Irvine*
Faculty working at research universities often feel that their research takes precedence over their teaching, and this message can be reinforced by department chairs, deans, and other colleagues. How can faculty developers gain faculty buy-in at research universities? What role do developers play in institutional change surrounding teaching? This roundtable discussion invites faculty developers working at research universities to come together to discuss common challenges and share insights about what has been successful at their respective universities. It also serves as an opportunity to form a community of developers that can continue beyond the POD Conference.

Senate Suite   **How Can Educational Developers Use Brain Research to Facilitate Change?**

1:30 PM - 2:45 PM   *Ileana Hernandez, Florida International University*
Facilitating change is challenging, sometimes unsuccessful, and often met with resistance. What, then, determines whether we affect others' attitudes and behaviors? What determines the impact we have as educational developers in our capacity to lead organizational and institutional change? Theories of change in higher education are often incompatible with research on how the mind works, and these assumptions about how change occurs often go unexamined. Participants will explore common assumptions regarding strategies that lead to change, discuss existing research about how the mind works as it relates to facilitating change, and collectively identify the implications for educational development.

Skyline III	**Leading with Courage: Addressing Adaptive Challenges in Educational Development**

1:30 PM - 2:45 PM   *Alexia Ferracuti, Northeastern University; Allison Pingree, Harvard University*

In leading organizational change, developers face both adaptive and technical challenges; adaptive challenges are harder to resolve, take more time, and involve values, feelings, and cultures. A common mistake leaders make, according to Ronald Heifetz & Marty Linsky, is taking a technical approach to an adaptive problem. While there are many reasons for such misdiagnosis, fear is one of the most powerful. Building courage in ourselves and our institutions thus can enable us to address adaptive challenges more effectively. Drawing on Heifetz & Linsky's framework, this roundtable will explore the courage it takes to be adaptive leaders in educational development.

Skyline IV	**Planning & Implementing a Sustained Professional Development Academy**

1:30 PM - 2:45 PM   *Lynn Eaton, University of Mary Hardin-Baylor*

This session will highlight the successful implementation of a professional development academy (PDA) for college faculty. The PDA's purpose is to expand the pedagogical knowledge of faculty, and to increase their ability to design and teach learning-centered courses so that ALL students can learn course content, concepts, skills, and dispositions in a positive learning environment.

Topics: Programs, Teaching & Learning

Interactive Sessions 1:30 PM – 2:45 PM

Galleria II	**Adapting Lesson Study for Community College Mathematics Instruction**

1:30 PM - 2:45 PM   *Jacqueline Raphael, Education Northwest; Susan Bickerstaff, Community College Research Center*   Lesson Study is a structured, collaborative professional development intervention that gives instructors a framework for actively investigating how to improve learning in their classrooms. This joint, interactive presentation will provide an overview of Lesson Study, offer examples of how one community college is using this approach in their math department, and share preliminary findings from qualitative research on faculty's initial perceptions and experiences in three colleges.

Topics: STEM, Teaching & Learning

Broadway II   **Assessing Our Teaching Centre Work: Planning a Successful External Review**

1:30 PM - 2:45 PM   *Donna E. Ellis, University of Waterloo; Stephanie T.L. Chu, Kwantlen Polytechnic University; Carol Rolheiser, University of Toronto*

External reviews for teaching centres are becoming more common, but what do they involve? Through a mix of interactive presentation, individual written work, and partner interviews, session participants will learn about an online Guide that makes the review process transparent and will begin applying ideas from the Guide's recommendations to create plans for their own external review. Centre reviews enable us to think deeply about our work and identify areas to leverage and improve. Session participants will benefit from knowing how to engage in this important assessment process and the kinds of information to discuss with their senior administrators.

Topics: Administration, POD Professional Development

Pavilion West   **Bridging Boundaries: Linking General Education and Satellite Campuses**

1:30 PM - 2:45 PM   *Brad Wheeler, Boston University; Kate Hamilton, Boston University; Jean Otsuki, Boston University*

Through Boston University's new general education initiative, our Center is partnering with faculty to ensure that all 30,000 undergraduates, regardless of location or major, are able to meet a set of interdisciplinary learning outcomes. However, this ambitious initiative presents challenges for aligning general education courses offered at satellite campus -- including Study Abroad sites -- with main campus courses. Drawing from our experience assisting study abroad program faculty with course development, we analyze the opportunities and barriers for educational developers to help satellite campuses integrate their curricula with main campus strategic initiatives. Participants will brainstorm how to support similar demographics at their home institutions, with the goal of helping remote populations bridge geographical, cultural, and ideological divides.

Pavilion East **Broadening our Definition of the "Educators" Served by Educational Development**

1:30 PM - 2:45 PM *Peggy McMains, Otterbein University; Kathryn M. Plank, Otterbein University; Jeff Smith, Otterbein University*

In exploring leadership and change and the educator's role, we need to define and broaden our definition of educators and working across some of the boundaries that exist in academia. Faculty and administrators often identify themselves in opposition to the other. The general public questions the value of a college education. Higher education bemoans the preparation that students arrive with after high school. And many who work in hourly staff positions on college campuses feel marginalized and invisible. In our efforts to improve student learning, how can we bring into the conversation those who have not previously had a voice?

Topics: Diversity, Programs, Start-up

Parlor A **CTL Leadership of Teaching Evaluation: Advancing Learning-Centered, Inclusive Teaching**

1:30 PM - 2:45 PM *Isis Artze-Vega, Florida International University; Leanne Wells; Jennifer Bartman; Marcy Kravec*

Teaching evaluation has generated abundant research and heated debates in our community, and increasing demands for accountability make it likely this topic will feature even more prominently in our future work. Using a current CTL-led teaching evaluation project as a case study, this session will prompt reflection and consideration of current practices at participants' institutions, and the risks and opportunities for varied educational developer roles in teaching evaluation. One surprising finding to be highlighted is how teaching evaluation can advance CTL mission and goals in the areas of equity and cultural responsiveness.

Topics: Administration, Diversity

Broadway IV **Creating an LGBTQ-Inclusive Classroom Environment**

1:30 PM - 2:45 PM *Cliff Rouder, Temple University*

College can be a time of more open exploration of students' sexual identity and gender identity and expression. Students who identify (publicly or privately) as LGBTQ may face additional stressors on campus such as discrimination, harassment, or violence. The environment faculty create in their classrooms has the potential to help or hinder students emotionally and academically as they work through issues related to these identities. This interactive session will enable you to learn about the challenges faced by LGBTQ students and explore classroom environments that can centralize rather than marginalize LGBTQ students.

Galleria III   **Cultivating Community: How Graduate Student Teachers Can Lead the Way**

1:30 PM - 2:45 PM   *Christine L.. Holman, Arizona State University; Linda S Stewart, Kennesaw State University*

While research shows that community and a sense of belonging are associated with increased undergraduate motivation, improved conflict resolution skills, and effective learning (Goodenow 1993, Kangas Dwyer, et al. 2009, Wilcox, et al. 2005), many GTAs receive no specific training in cultivating community. They may not understand its value, nor are they taught the skills necessary to create it. Given recent contention and undergraduate anxiety on college campuses, community-building pedagogies and practices are vital for graduate student professional development. This interactive session explores how cultivating community as a conceptual framework positions graduate student teachers as leaders in undergraduate instruction.

Topics: Teaching & Learning, Diversity

Forum Suite   **Cultivating Leaders for an Inclusive World: A Model for Educational Development Assessment**

1:30 PM - 2:45 PM   *Riley Caldwell-O'Keefe, Amherst College; Jyl Gentzler, Amherst College*

The facilitators take the stance that higher education's purpose is to develop leaders and that educating leaders requires diversity. To be effective at teaching inclusive leaders, faculty need (and many want) to adopt the skills and habits of mind that we are asking of our students. How do educational developers serve as leaders in helping faculty develop inclusive mindsets and integrate inclusive pedagogies? Participants will engage with a framework for assessing programs and initiatives aimed at building faculty skills, knowledge and dispositions in these areas and begin to adapt the learning outcome framework for their institutional context.

Topics: Assessment, Teaching & Learning

Parlor C   **Faculty-Teaching-Faculty: Rethinking Mobile Learning Professional Development**

1:30 PM - 2:45 PM   *Lana Grover, Boise State University; Devshikha Bose, Boise State University*

Studies indicate that widespread mobile device ownership does not directly correspond to the proficient use of mobile technology for learning. How can professional developers better prepare faculty to meet this challenge? Participants in this workshop will investigate a unique model of professional development (PD) wherein faculty, supported by instructional designers, provide their peers with methods for integrating mobile learning into their course design. Attendees will also engage in active learning to analyze a variety of different learning profiles, identify best practices for meeting learner needs, and design a plan for mobile learning integration in their particular institutions.

Topics: Faculty Professional Development, Teaching & Learning, Mobile Learning

Parlor B   **Hope and Change: Why Academic Hope Matters in Educational Development**

1:30 PM - 2:45 PM   *Susannah McGowan, King's College London; Peter Felten, Elon University*
This interactive session connects the existing literature on educational development, the emerging literature on academic hope, and our study of several hundred faculty involved in reforming gateway courses to consider how hope factors into the work of both faculty and developers. We will explore how hope supports and sustains change towards more inclusive and effective pedagogical practices. Participants in this session will (we hope!) deepen their understanding of the characteristics of academic hope that are particularly salient for faculty and educational development, and also sketch a plan for integrating practices related to hope into their own work.
Topics: Faculty Professional Development, SoTL, Programs

Skyline II   **House Blend: Supporting Interdisciplinary Collaboration Through Educational Development**

1:30 PM - 2:45 PM   *Melissa J Geist, Tennessee Tech University; Laura Cruz; Jennifer Meadows, Tennessee Tech University*
In response to calls for institutions of higher education to "break down the silos" educational developers at a small public university designed innovative and effective interdisciplinary courses. In this interactive workshop participants will learn about these courses and then using a series of scaffolded and interactive exercises, brainstorm a hypothetical interdisciplinary course. Participants will consider the practical, institutional, and research/scholarship considerations for engaging in this type of work. Klein's taxonomy of interdisciplinary characteristics will guide the discussion and the activities.
Topics: Faculty Professional Development, Research

Broadway I   **Online Teaching Competency Mapping: Doing Dirty Deeds Dirt Cheap**

1:30 PM - 2:45 PM   *Stephen A. McElroy, Colorado Community Colleges Online; Liz Dzabic, Colorado Community Collges Online; Audra Pickett, Colorado Community Colleges Online*
In 2016, the X at X undertook a review of its professional development activities and teaching excellence program. We mapped 64 online teaching competencies (Bigatel et al., 2012) to various national competency benchmarks, our professional development workshops, centralized course development process, and teaching excellence rubric criteria to determine alignment and identify gaps. Initial results indicated variable overlap with other benchmarks, limited alignment to the teaching excellence criteria, and high correspondence to our professional development activities and instructional design template. Since 2017, we implemented numerous improvements to address limitations identified in the gap analysis.
Topics: Administration, Teaching & Learning

Council Suite

Partnering with Leadership on Instructional Improvement: The Teaching Conversation Model

1:30 PM - 2:45 PM

Kimberly Kenyon, Cornell University; Melina Draper, Cornell University

A teacher center and one school's leadership collaborated to create the "teaching conversation model" to identify what constitutes good teaching. Seventy-eight percent of the school's faculty participated in small group discussions on preset teaching topics. Consolidated notes from the sessions resulted in a set of two-page teaching overviews for new and seasoned faculty in the school. In this session, facilitators will use brainstorming, discussions, concept mapping, and action planning to engage participants in an examination of how to identify collaborations, how to align with college- based instructional improvement efforts, determine roadblocks, and construct an action plan for their center.

Topics: Teaching & Learning

Galleria I

Transforming 'Hot Moments' Workshops into Opportunities for Reflection and Change

1:30 PM - 2:45 PM

Katie Malcolm, University of Washington; Milan Vidakovi f á, University of Washington; Tikka Sears, University of Washington; Elba Moise, University of Washington

Since the 2016 U.S. election, our Center for Teaching & Learning has received increasing demands for program- and department-specific workshops on responding to "hot moments" in the classroom. Much of this demand stems from instructors' unawareness of how structural power, privilege, and oppression play out in their classrooms. This interactive session will share the details of and outcomes from a series of departmental workshops we are developing to facilitate reflection and change for faculty in order to create more inclusive and equitable classroom climates.

Topics: Organizational Development, Diversity

Skyline I

Understanding First-Generation Graduate Students: Educational Equity in Academic Support Services

1:30 PM - 2:45 PM

Stephanie M. Sanchez, University of New Mexico; Anne Compton, University of New Mexico; Aeron Haynie, University of New Mexico

The current higher education landscape presents challenges as more underrepresented minority students and first-generation students enter graduate programs. These changing demographics highlight the need for institutional reflection and data-driven efforts that restructure higher education to better suit a diverse graduate student population. How might universities structure support for the increasingly diverse graduate student population? This workshop provides an overview of the process undertaken at the Graduate Resource Center to identify key aspects of our graduate student population, and offers participants the opportunity to design mini-surveys for their own institutions and discuss implementation of services based on survey responses.

2:00 PM - 6:00 PM	**Excursion: E6. Gorge Waterfalls Tour (guided by Wildwood Adventures)**
	Cost: $69 USD per person. SOLD OUT
	Excursion participants meet in the Hilton lobby, 15 min before departure.

Plaza Foyer	**Coffee Break**
2:30 PM - 3:00 PM	

Research Presentations 3:00 PM - 4:15 PM

Studio Suite	**Identity Development in Doctoral Education: Literature Review and Implications**
3:00 PM - 3:35 PM	Session A

Grant Lee Ermis, Oregon State University; Yoon Ha Choi, Oregon State University; Jana Bouwma-Gearhart, Oregon State University

Audience members will reflect on professional capacities, motivations, and goals concerning research around scholarly identity development of doctoral students in education. Various identities influence and interact with scholarly identity, including identity as students and practitioners. These may be perceived as in conflict with scholarly identities, most notable for former practitioners. Via reflection, growth of competence as scholars, or redefinition of scholar, students can realize synergy between different identities. Activities promoting these things include formal programming around advisory and peer-mentoring relationships and seminars and subsidiary experiences such as writing groups and self-study concerning identity development and research projects as voluntary collaborations.

Studio Suite	**Leading Instructional Practice Change Through Space Design**
3:40 PM - 4:15 PM	Session B

Dina M. Battaglia, Embry-Riddle Aeronautical University, Arizona

Students from a multitude of disciplines completed a course in a newly designed active learning center (ALC). Measures designed for the sole purposes of this study were administrated to assess student attitudes toward active learning and group work during the first/second week of the semester and then again during the last week of classes. Data were predicted to show positive shifts in student attitudes about active learning, group work, and learning in general at the completion of the course in the ALC. Together, we will discuss how spaces themselves can be agents for teaching practice change.

Topics: Teaching & Learning, SoTL

Directors Suite	**The Unique and Complementary Roles of Centers in STEM Education**

3:00 PM - 3:35 PM   Session A

Deborah Carlisle, University of Massachusetts Amherst; Gabriela Weaver, UMass Amherst

This research identifies five construct areas describing key functions carried out by STEM Education Centers and Centers for Teaching and Learning. Constructs were identified through qualitative analysis of data collected during 11 site visits to a purposive national sample. This study was guided by a systems approach, allowing for a contextualized understanding across institutional levels. During this session we seek to answer the following questions: 1) How are these constructs helpful in describing the role of centers in undergraduate STEM education? 2) What is the relationship between these constructs? And does the type of center cause variation in this relationship?

Topics: Organizational Development, Research, Teaching and Learning

Directors Suite	**Faculty Voices: Engagement, Collaboration, and Leadership in SoTL Learning Communities**

3:40 PM - 4:15 PM   Session B

Claudia Cornejo Happel, Georgia Southern University; Xiaomei Song, Georgia Southern University

Faculty Learning Communities (FLC) encouraging SoTL research are offered at many teaching centers, but limited research examines faculty perspectives on the effectiveness of collaboration. Using a mixed-methods research design our team investigated facilitators and barriers to SoTL engagement and participants' perceptions of effectiveness and impact of collaborative research experiences. By determining factors that influence effective collaboration, our research provides guidance on fostering inter-disciplinary SoTL research experiences. Following the presentation of research insights we will address its impact on redesigning our SoTL FLC program and discuss ideas for assessing and addressing SoTL needs with session attendees.

Topics: Research, Programs

Roundtable Discussions 3:00 PM – 4:15 PM

Skyline IV   **Active Learning Classrooms: Strategies for Developing Teaching Capacity**

3:00 PM - 4:15 PM   *John Cheeseman, Mount Royal University; Luciano da Rosa dos Santos, Mount Royal University*

As more institutions adopt active learning classrooms, there is need for faculty developers to design strategies to prepare faculty members to teach in such spaces. Participants of this roundtable will discuss best practices related to faculty development for active learning classrooms, and will draft a plan that can be used to support the faculty members at their home institutions to leverage active learning spaces effectively. Participants will also explore ways in which they can advocate for change in their institutions with the goal of increasing awareness and resources dedicated to creating more learning spaces aligned with active learning principles.

Topics: Teaching & Learning, Faculty Professional Development

Senate Suite   **Graduate Student Leadership and CTLs: Changing Teaching Culture Through Community**

3:00 PM - 4:15 PM   *Ian Althouse, Columbia University; Suzanne Young, Yale University, Center for Teaching and Learning*

As pedagogical thought leaders among their peers, graduate student affiliates have the agency to make a lasting impact on the community of peers around them. The stakes of their work are high: to create incremental change with regard to the value and purposeful nature of teaching among future faculty. To start this discussion, current graduate student affiliates of the centers for teaching and learning at Columbia University and Yale University share their strategies for building a community of teaching-oriented peers and for developing their own pedagogical authority. Participants will collectively produce ideas for enhancing peer-to-peer development at their home institutions.

Topics: Programs, Start-up

Skyline III   **Institutional Changes to the Evaluation of Teaching**

3:00 PM - 4:15 PM   *Sierra Dawson, University of Oregon; Lee Rumbarger, University of Oregon; Austin Hocker, University of Oregon*

Reports of bias in student evaluations and a sense that our entire teaching evaluation system is insufficient to improve our teaching culture have led our institution to reconsider its practices. Specifically, we've worked to define, develop, and recognize teaching excellence as inclusive, engaged, and research-led. We've piloted new student-facing tools for the improvement of instruction. Moreover, we've developed new peer review expectations, a self assessment, and a holistic rubric for evaluation purposes. During this roundtable discussion, we will facilitate a lively discussion regarding the evaluation practices at participants' institutions. We also will share and welcome feedback on our new models.

Park   **Overlooked Collaborations: Strengthening Athletic Coach-Faculty Partnerships to Serve Academic Missions**

3:00 PM - 4:15 PM   *Kerrissa Heffernan, Swearer Center, Brown University; Mary C. Wright, Brown University*

If we are to help "colleges and universities function effectively as teaching and learning communities" (Felten, Kalish, Pingree, & Plank, 2007, p. 93) -- a common definition of educational development -- then all members of those communities need to be considered as key partners in our work. This roundtable examines a case study of an athletic coach-faculty learning community to prompt discussion about strategic decisions to integrate overlooked constituencies into our work. Although athletics is often thought of as extracurricular, coaches are partners in teaching key liberal arts skills, such as problem solving, teamwork, writing, and critical thinking (AAC&U, 2009).
Topics: Programs

Cabinet Suite   **The Room Where It Happens: Leading Cross-Institutional Change**

3:00 PM - 4:15 PM   Denise Pinette Domizi, University System of Georgia; Mary Carney, University of North Georgia; Marina Smitherman, Dalton State University   Faculty developers contribute significant leadership in times of change, in part, because we are well-versed in higher education research and offer expertise in implementing initiatives. While we create programs to enhance academic excellence, our work can also be driven by major initiatives conceived out of the highest academic leadership at the institutional or state level. This roundtable explores the ways in which we can get a seat at the table and effectively develop and align our programs with the vision of leadership. We will create together an inventory of practices for faculty developers to effectively contribute to major educational initiatives.

Topics: Programs, Organizational Development

Interactive Sessions 3:00 PM – 4:15 PM

Pavilion East

Essential Faculty Roles in Advancing Quality and Equity in Today's Higher Education Credentials

3:00 PM - 4:15 PM

Sponsor Session Lumina Foundation

Debra Humphreys, Lumina Foundation; Isis Artze-Vega, Florida International University

This session will explore the changing national landscape of higher education and its implications for advancing student success for today's students. Presenters will highlight broad trends in credentialing in the US and public attitudes about the quality of the higher education system. Lumina Foundation student success initiatives, including an emerging vision of quality credentials, will be used to prompt participant discussion and exploration of the implications of these broad changes for faculty roles, rewards, and the field of educational development.

Audiences: Administrators; Faculty, Seasoned Ed Developers

Topics: Diversity, Organizational Development, Programs, Teaching and Learning

Forum Suite

A Holistic View of "Underprepared" Students at the College Door

3:00 PM - 4:15 PM

Janet Kaplan-Bucciarelli

Millions of adults need and want a postsecondary credential, but the majority never succeed in acquiring one. While we know that non-traditional learners face numerous barriers, few studies explore learners' assets and experiential knowledge, and their thoughts about themselves and college. This workshop puts student stories from a recent qualitative study into the hands of attendees to provide an intimate glimpse into the hearts and minds of aspiring adult students. Attendees will also explore principles and strategies to help faculty and other college leaders better prepare for and respond to the growing number of "post-traditional" students at the college door.

Topics: Teaching & Learning, Programs, Adult learners

Galleria III	**Beyond Simple Surveys: Adopting Unique Approaches to Program Evaluation**
3:00 PM - 4:15 PM	*Morgan Iommi, University of Iowa; Nancy Ruggeri, Northwestern University; Kirk S. Robinson*

Understanding instructors' in-the-moment needs is necessary to create more effective graduate student development programming (Boman, 2013). However, recent scholarship suggests that practitioners often do not implement evaluation methods modeled as best practice to instructors (Beach et al., 2016). This session explores creative ways these needs can be met by adapting different evaluation methods for various contexts. Using a gallery walk, we will explore multiple forms of evaluation by considering unique uses and benefits of quantitative and qualitative methods for varying institutional contexts. Participants will collaborate and discuss strategies, then reflect on methods best suited for use at their own institution.

Topics: Assessment, Programs

Pavilion West	**Building a Graduate Student Professional Development Program Through Collaborative Mentorship**
3:00 PM - 4:15 PM	*W.F. Preston Cumming, The University of Colorado Boulder; Marcia Yonemoto, University of Colorado; Mark Pleiss, The University of Colorado Boulder; Todd Rosenstiel, Portland State University; Jaime Wood, Portland State University*

Recently, Portland State University launched a professional development program for graduate students through its Office of Academic Innovation. Approximately 150 graduate students have already joined the program, which worked closely with the University of Colorado's Graduate Teacher Program. With some 30 years of experience, the GTP helped guide PSU in its pursuit of funding, certification, training, and formulation. This session will address the importance of inter-campus collaboration, common issues in starting graduate student professional development programs, and how to set up a network for faculty, staff, and administrators interested in pursuing this form of collaborative mentorship.

Skyline I	**Decoding Faculty Messages When They Pass on Professional Development**
3:00 PM - 4:15 PM	*Sarah Miller, University of Wisconsin-Madison; Beth Martin, University of Wisconsin-Madison*

Faculty may say they "don't have time," but how do intrinsic motivation, infrastructural issues, and other complex factors play into engagement with professional development around teaching and learning? In this interactive session, we will explore this desired behavior change through authentic case studies and evidence-based approaches. This session will: (1) Decode faculty messages to determine the actual barriers to engaging in faculty development, (2) Apply motivational interviewing (MI) skills to address faculty ambivalence, and (3) Develop your personal strategies for applying MI skills to explore faculty motivation and commitment to change.

Topics: Teaching & Learning, Faculty Professional Development

Parlor B	**Exploring an Intersectional Approach to Understand Identity and Power in Educational Development**
3:00 PM - 4:15 PM	*Kathryn M. Plank, Otterbein University*

The role of educational developers has been repeatedly described as marginal and precarious, and yet we also can be seen as agents of change and instruments of institutional power. This workshop uses the lens of intersectional theory to better understand the constantly shifting boundaries of identity and power inherent in the liminal space we occupy in academia. Through a series of case studies, reflective writing activities, group discussion, and excerpts from the scholarly literature, we will to explore the intersections of power and marginalization and what it means for our work in educational development.

Broadway I	**Growing an Institutional Culture of Assessment: Leading Toward Broadening Acceptance**
3:00 PM - 4:15 PM	*Alan Kalish, The Ohio State University; Teresa A. Johnson, The Ohio State University*

Accreditors demand increasing levels of student outcomes assessment. University faculty, including many at The Ohio State University, were at first resistant to assessment. To encourage faculty engagement with and control of assessment, Ohio State holds an annual assessment conference. Planned by a collaborative team led by administrators, faculty, and teaching center staff, the conference hosts faculty representatives from each academic unit. They learn about successful, useful assessment from peers, and return to their departments as local "experts." After six years, our recent reaffirmation reported that our institution is remarkable among large, research universities in having a strong culture of assessment.

Galleria I   **Guided Pathways: Critical Role of TLCs in Improving Student Success**

3:00 PM - 4:15 PM   *Christine Harrington, Middlesex County College; David Altstadt, Jobs for the Future*

With student completion rates still unacceptably low despite colleges' efforts, especially for students of color and from low-income backgrounds, a national focus on teaching and learning is needed. TLCs are well-positioned to take the lead on institutional reform efforts aimed at improving student success yet are often not at the table for these conversations. Explore the value of partnerships and professional development programming. Learn about a state-wide collaboration of TLCs through the New Jersey Student Success Center. Walk away with an action plan on how to develop TLC partnerships and professional development activities that will undoubtedly improve student success outcomes.

Council Suite   **History of Inequality in the U.S.: Inclusive Teaching Competency Online**

3:00 PM - 4:15 PM   *Patricia Stow Bolea, Grand Valley State University; Dana Munk, Grand Valley State University*

This faculty development project aims to prepare faculty for civic teaching and learning. Participants in this session will explore the Short Course on the History of Inequality in the United States: Building Inclusive Teaching Competency with Faculty using an online and hybrid model. Session activities include program description, Blackboard site tour, and engagement in a sample learning module. In small groups, participants will engage in peer review of outcome data with discussion of implications for future initiatives. Finally, individuals attending this session will map out a model for developing a program at their own institution.

Topics: Diversity, Teaching & Learning, Civic Teaching and Learning

Broadway II   **How Do We Teach and Authentically Test Critical Thinking Skills?**

3:00 PM - 4:15 PM   *Gundula Bosch, Johns Hopkins Bloomberg School of Public Health; Sara Hill, Johns Hopkins Bloomberg School of Public Health*

Many graduate students are struggling to apply the specialized knowledge learned in their disciplines to their research practice or creating meaning from it. We previously described one way how formally taught, critical thinking exercises can facilitate students' abilities to make cognitive connections and view their work in a bigger context. On the graduate level, however, there is a paucity of resources available on how to validly test critical thinking skills. This session will serve to learn about and compose trans-disciplinary, authentic assessment instruments to evaluate students' skills to analyze errors, challenge common assumptions and recognize logical fallacies.

Topics: Teaching & Learning, STEM, graduate students, critical thinking skills, inclusion

Broadway III   **Moving From Accommodations to Inclusion: Shaping a Universal Design Mindset**

3:00 PM - 4:15 PM   *Erin DeSilva, Dartmouth College; Adam Nemeroff, Dartmouth College; Cindy Tobery, Dartmouth College*

Universal Design goes beyond seeking accommodations for individual students and moves towards improving learning for all. Is it possible to build a campus culture that enhances diversity, inclusion and accessibility through teaching and learning? This session will explore principles of Universal Design for Learning, methods for finding and cultivating campus partners who embrace these principles, and working around existing barriers to create a mindset that begins with access. The Universal Design Toolkit presented will offer a human-centered design approach to addressing improving access and learning for all students, in courses and across campus.

Topics: Faculty Professional Development, Teaching & Learning

Parlor C   **Our Technologies, Ourselves: Exploring Digital Solutions for Teaching/Learning Challenges**

3:00 PM - 4:15 PM   *Bonnie Mullinix, Walden University; Phillip Edwards, University of North Carolina at Chapel Hill; Robin Pappas, Oregon State University; Josie Baudier,*

POD-U Session   *Kennesaw State University; German E. Vargas Ramos, Otterbein University; Linda Bruenjes, Suffolk University; David McCurry, University of South Carolina-Upstate*

In a table-rotating, unconference-style format, session attendees will partner with session co-facilitators to share, discuss, and collect technologies, tools, and approaches they have found useful in their work as educational developers. Each table co-facilitator will highlight one challenge to effective educational development practice along with several digital tools to address that challenge. Each table group will generate and collect unique ideas and suggestions to be included in a shared, accessible document. Each attendee with leave this session with individual plans and workable ideas for how they can integrate technology into their educational development practices.

Topics: POD Professional Development, Programs

Broadway IV   **Teaching First Generation College Students: Strategies for Supporting their Success**

3:00 PM - 4:15 PM   *Tasha Souza, Boise State University*

Across the country more first-generation college students are enrolling in higher education yet their retention and graduation rates fall behind those of continuing-generation students. This interactive workshop will offer a greater sense of understanding of first generation college students' experiences, needs and challenges. Strategies for better teaching and supporting first generation college students will be provided and resources will be included for facilitating a similar workshop on one's own campus.

Galleria II   **The Power of Place in Faculty Development**

3:00 PM - 4:15 PM   *Daniela Bottjer-Wilson, University of Hawai'i at Mānoa; Jenny Engels, University of Hawai'i at Mānoa*
Recognizing the power of place-based education, we are compelled as faculty developers at the University of Hawaii to generate professional development practices with faculty across disciplines and departments that demonstrate respect for practices of the culture, history and people of Hawai'i. Join us for an interactive session on best practices from this challenging, rewarding and transformational work that will enable participants to generate ideas and cultivate strategies that apply to their campuses and communities.
Topics: Diversity, Programs

Skyline II   **UDL and Digital Accessibility: A Conflicted Marriage?**

3:00 PM - 4:15 PM   *Judith Ableser, Oakland University; Christina Moore, Oakland University*
Universal Design for Learning (UDL) and digital accessibility should be complementary partners in increasing access and reducing barriers to learning. But the partnership is complicated, as many UDL practices can pose accessibility challenges, such as captioning videos and describing images. A lack of resources and knowledge to make UDL practices accessible can turn create conflict between these practices, such as prohibiting lecture capture recordings (UDL practice) without readily available captions (accessibility practice). This presentation shares how teaching and learning centers can mollify this conflict and maintain a thriving UDL-digital accessibility marriage.
Topics: Technology, Diversity

Parlor A   **Uniting Educators Around Professional Development: A Process for Change**

3:00 PM - 4:15 PM   *Patricia Stewart, Michigan State University; Melissa McDaniels, Michigan State University; Erik Skogsberg, Michigan State University*   Scaling teaching development at a large public research university means fundamentally shifting institutional teaching and learning cultures. On our campus, we are currently aligning teaching development across roles, academic and administrative units. In this workshop, we will share our approach to this work, initial results, and some practical tips for creating a campus-wide community that value teaching and learning. Participants will map their existing teaching development efforts, identify partners and shared commitments, and develop a plan for building sustained communities around teaching and learning.   Topics: POD Professional Development, Teaching & Learning

Research Sessions 4:30 PM - 5.45 PM

Directors Suite　　　**Examining Flipped Classes: Planning, Enacting, and Assessing Innovation**

4:30 PM - 5:05 PM　　　Session A

Allison BrckaLorenz, Indiana University Bloomington; Kyle Fassett, Indiana University Bloomington; Joe Strickland, Indiana University Bloomington; Amy Ribera, Indiana University Bloomington

A flipped classroom is one in which traditional in-class activities are completed outside of class to provide facetime for active learning. In this session, participants will learn more about flipped classrooms by examining a large-scale study of flipped classroom practice at 18 institutions. Common characteristics of courses and faculty that incorporate flipped designs, motivations for flipping classes, and benefits and challenges will all be discussed. Participants will be encouraged to reflect on the importance of this teaching practice to meet current student needs with an opportunity to apply lessons learned about flipped classrooms to improve their own practices.

Topics: Teaching & Learning, SoTL

Directors Suite　　　**Evaluating Change: Perceptions of "Grassroots" Visioning at a Small College**

5:10 PM - 5:45 PM　　　Session B

Kent Andersen, Birmingham-Southern College

How might faculty developers, in collaboration with others on campus, initiate and support institutional change? Prompted by long-standing fiscal and enrollment challenges, mid-level administrators and members of an elected faculty committee at a small college initiated a "grassroots" campus-wide visioning process. Using Kezar's (2014) change model, this presentation assesses the success of initiatives that emerged from this visioning process. Methods for assessment include artifacts of programmatic change, an all-campus survey, semi-structured interviews with key informants. Results provide insight into how faculty developers or other professional staff and faculty can successfully initiate change and empower others to become campus leaders.

Studio Suite   **Leading Change Through Cross-Disciplinary Professional Development Groups**

4:30 PM - 5:05 PM   *John Beaumont, Borough of Manhattan Community College/CUNY*

This session focuses on a study of reactions to a professional development model in which faculty collaborate in cross-disciplinary learning communities. Over four semesters, professors engage in nonjudgmental peer observation, experiment with teaching practices, and develop classroom-based research projects. The presenter will report on the perceived and experienced benefits and drawbacks of the model and highlight features that enable new faculty to explore their teaching and students' learning in meaningful ways, free of concerns related to reappointment, promotion or tenure. Participants will share their reactions to the findings with questions, recommendations, and insights from their experience.

Roundtable Presentations 4:30 PM - 5:15 PM

Park   **Developing the Next Generation of Faculty Leaders**

4:30 PM - 5:45 PM   *Jamie Landau; Susanna Calvert, University of Georgia; Kimberly K Eby, George Mason University; Stephanie Goodwin, Wright State University*

A holistic, forward-thinking view of the changing nature of faculty roles in higher education reveals that faculty need to be leaders at their institutions throughout their career stages. Thus, faculty developers must provide support beyond educational development. This roundtable will share programming and resources, and strategize around common institutional challenges. Examples include mentoring programs for new faculty; career coaching, leadership, and legacy workshops for mid-career faculty and department heads; and programs that empower faculty to be agents of change related to diversity and inclusion. Roundtable facilitators will bring specific examples from our institutions; all participants should come prepared to share.

Topics: Organizational Development, Diversity, Leadership

Cabinet Suite   **Leading National STEM Reform Through Collaboration**

4:30 PM - 5:45 PM   *Beth White, Oak Ridge Institute for Science Education/Oak Ridge Associated Universities; Tam'ra-Kay Francis, University of Washington; Whitney Denton, University of Tennessee, Knoxvile*

As students become increasingly diverse, there is a push for STEM faculty to continue to provide meaningful instruction, retain and support students, and meet the needs of the changing college classroom. Presented with these challenges, educational developers have sought to rethink their approaches to STEM faculty support that will lead to continuous adoption and implementation of effective instructional practices. In this roundtable, we seek to discuss STEM teaching and learning reform initiatives while exploring potential opportunities for collaboration among POD members.

Topics: Faculty Professional Development, Programs

Skyline III   **Open Educational Resources: Game Changer or Band-Aid?**

4:30 PM - 5:45 PM   *Laurie Maynell, The Ohio State University; Stephanie V. Rohdieck, The Ohio State University*

Join us in this round-table to explore the topic of Open Education Resources (OER). There has been swift movement on campuses to help faculty create OER materials as a way to meet the affordability needs of students. Several authors in the field suggest that OER could change the landscape of higher education, while others state that this is neither a sustainable enterprise nor a substantial way to solve the problem of affordability. We are interested in discussing these topics as we explore how teaching centers are engaged in this work on their campuses. Further research avenues will be collected.

Topics: Organizational Development, Technology

Senate Suite   **Pedagogies, Programs, and Faculty Development for Adult Learners in STEM**

4:30 PM - 5:45 PM   *Julie A Maxson, Metropolitan State University*

This roundtable will examine pedagogies and best practices for adult students in STEM disciplines. Because research specifically concerning adult STEM learners is scarce, a first approach to this subject is analysis of the intersections between research on adult learners and research on best practices for STEM education. A second approach is collection of narratives and commentary from faculty and faculty developers who have experience with both traditional and adult students in STEM subjects, and who can speak to the unique needs of these students. The session will include ample time for discussion and commentary by participants.

Topics: Faculty Professional Development, STEM

Skyline IV   **What's in Your Toolbox? Evaluating Faculty Development Programs**

4:30 PM - 5:45 PM   *Megan Schmid, University of Wisconsin-Madison; Alex W Bajcz, University of Wisconsin-Madison*

Join us for a vibrant discussion of faculty development program evaluation instruments and their development, adaptation, and implementation. Educational developers cite a lack of time, resources, knowledge, and useful evaluation models as reasons they do not design and implement more robust evaluations. Through our experience conducting a comprehensive program evaluation, we also found identifying ready-to-use evaluation instruments that fit our needs and that measured program impacts beyond satisfaction a challenge. We will lead a roundtable discussion to generate ideas to overcome challenges surrounding the development and use of evaluation instruments such as classroom observation protocols, artifact analysis tools, and surveys.
Topics: Faculty Professional Development, Programs

Interactive Sessions 4:30 PM - 5:15 PM

Galleria III   **Beyond Language: Empowering International Teachers and Scholars**

4:30 PM - 5:45 PM   *Pamela M. Pollock, Harvard University; Pauline Carpenter*

International PhD students and scholars make up a significant portion of the academe. Their professional development needs are often understood as English language-related, but one program's client profiles reveal a more complicated story. Educational developers are invited to analyze these profiles through the lens of graduate student socialization and think comprehensively about the challenges of this diverse group. Participants will brainstorm ways to empower this population and broaden ideas about professional development and teacher training programming, which is particularly relevant to the discussion of promoting inclusive teaching and learning spaces for the next generation of international teachers and scholars.

Pavilion East   **Contemplative Pedagogy in Times of Change: Cultivating Relationships, Resilience, and Reflection**

4:30 PM - 5:45 PM   *Leslie Bayers, University of the Pacific; Lott Hill, University of the Pacific*
What is contemplative pedagogy, and how it can help us strengthen relationships, resilience, and reflection in times of change? Amid increasing faculty workload, expanding student needs, rapid technological advances, and economic and political uncertainties, how might mindfulness contribute to more joyful, meaningful, and equitable work on our campuses? Participants will actively and collaboratively explore these questions by engaging in community-building and contemplative practices that they can translate to their own classrooms, faculty development programming, or other campus learning environments.
Topics: Faculty Professional Development, Diversity

Broadway II   **Design for Scale: Reforming Course Design for Large Introductory Courses**

4:30 PM - 5:45 PM   *Rose E Muravchick, University of Delaware; Kathleen Langan Pusecker, University of Delaware; Nicole Lloyd-Karrer, University of Delaware*
This session focuses on an institutional mandate (from the Deputy Provost of Academic Affairs) who tasked the Center with addressing rising D, F, and Withdrawal rates in large introductory courses. With this mandate, our challenge was to translate this institutional priority into manageable change that supported and empowered faculty. We redesigned our traditional course design workshop to motivate changes in student learning experiences and help instructors manage their increasing workload. The session will present a complete overview of the process, and analyze some of the results of this initiative so that colleagues at other institutions may lead programs.
Topics: Programs, Teaching & Learning

Skyline II   **Designing Classroom Simulations: A Practical Approach to Development, Implementation, and Evaluation**

4:30 PM - 5:45 PM   *Erin Baumann, Harvard University; John FitzGibbon, Boston College*
Simulations are an increasingly popular pedagogical strategy for fostering experiential learning. By placing students in a "world" that requires application, analysis, and synthesis of key concepts and skills, simulations can have strong positive effects on student learning, when utilized appropriately (Carnes, 2014; Crookall, 2010). The process of creating simulations, however, can be daunting and existing guidance is meager. This session will provide faculty and educational developers with a hands-on simulation experience, followed by a facilitated debrief of the development process. In turn, it will equip participants with a model they can use to facilitate simulation development in their own institutions.

Galleria II	**Developing a Personal Vision**

4:30 PM - 5:45 PM   *Bart Everson, Xavier University of Louisiana*
What is your purpose in life? Often we live in a reactive mode, buffeted by the dictates of authority and buoyed by a vague sense of our own values. With intention and reflection, however, a proactive stance is possible. Participants will reflect on personal identity and professional priorities through a series of writing exercises, culminating in a personal vision statement. This session is appropriate for faculty, faculty developers, and anyone who wishes to clarify their values and purpose.

Broadway III	**Developing a Toolkit to Support Inclusive Teaching and Research Environments**

4:30 PM - 5:45 PM   *Sarah C Hokanson, Boston University; Nancy Ruggeri, Northwestern University*
We have developed, tested, and refined interventions across nine research-intensive institutions toward improving pathways to the professoriate and academic success of historically underrepresented minority (URM) students, postdoctoral scholars and faculty in STEM and SBE disciplines. Our network supports continuous improvement by integrating evaluation and climate survey data collected by local and cross-network institutions to refine program delivery. In this session, participants will gain access to resources and evaluation instruments to address evidence-based elements of climate, advising, academics, and community demonstrated to affect URM persistence in faculty career pathways.
Topics: Faculty Professional Development, Graduate Student Professional Development, Assessment

Broadway IV	**Developing the Four Core Phases of Diversity and Inclusion Dexterity**

4:30 PM - 5:45 PM   *Charles A. Calahan, Purdue University; Daniel Guberman, Purdue University; Jennifer D. Moss, Purdue University*
Colleges and universities strive to foster a culture of inclusion, to celebrate diversity, and to stand for tolerance and fairness. Too often, we measure our success in creating a diverse and inclusive culture through counting the numbers of underrepresented minority students and faculty. While increasing the numbers of diverse others in the room is necessary, limited initiatives exist to train administrators, faculty, staff, and students on the attitudes, skills, and knowledge required to interact effectively and appropriately with diverse others. This interactive session uses experiential learning to present the four core steps necessary to build a diverse and inclusive campus.

Parlor C **Evidence-Based Teaching Practices: How to Become and Develop Model Teachers!**

4:30 PM - 5:45 PM *Aaron S. Richmond, Metropolitan State University of Denver; Regan A. R. Gurung, University of Wisconsin, Green Bay*

What does it mean to be a college and university model teacher? To answer this question, Richmond et al. (2014; 2016) empirically validated and developed the Model Teaching Competencies (MTC). The MTC consists of six model teaching competencies? pedagogical training, instructional methods, assessment process, syllabi construction, course content, and student evaluations. In this interactive session, we will first discuss what it means to be a model teacher. We will then demonstrate how to become a model teacher. Finally, we will discuss how faculty developers can create a faculty learning community, using the MTC, to create model teachers at their institution.

Topics: SoTL, Faculty Professional Development, Research

Pavilion West **Gauging Your Level of Cultural Responsiveness Through Critical Reflection**

4:30 PM - 5:45 PM *China M. Jenkins, Texas Southern University*

Diversity is a frequently mentioned issue when colleges and universities implement institutional change on their campuses. Consequently, it is vital for educational developers to aid faculty in becoming culturally responsive educators. However, before educational developers can assist faculty with adopting culturally responsive practices, they should first examine their own grasp of cultural responsiveness and gauge how their own practices and programs reflect it. Drawing from the literature and the presenter's personal experiences, this session will guide participants in understanding how to use critical reflection to gauge their own level of culturally responsiveness and its influence within their educational development programs.

Parlor B **Leading from the Center During Changing Times: What's Your Story?**

4:30 PM - 5:45 PM *Linda S. Stewart, Kennesaw State University; Michele DiPietro, Kennesaw State University*

As Centers for Teaching and Learning look to advance their influence on college campuses, they might look beyond data to a narrative approach. Drawing from traditional methods of expanding centers that focus on relationship-building (Gray, T. & Shadle, S. E. 2009), this session introduces the science of narrative as a persuasive and powerful tool for our centers to: challenge myths, promote new programs, advocate for resources, advance diversity, and create a shared vision of the center's purpose. Session participants will examine implicit and explicit stories about model centers to develop and present a concise story about their own center.

Topics: Start-up, Diversity

Forum Suite **Leveraging CTLs to Connect and Collaborate Toward Equity and Inclusion**

4:30 PM - 5:45 PM *Jane E. Turk, Hamline University*
Session participants will learn about Hamline University's journey to becoming one of ten campuses nationwide to be part of AAC&U's inaugural cohort of TRHT Campus Centers. The session will focus in particular on the key role that Hamline's Center for Teaching and Learning played in the successful application process and ongoing implementation of the TRHT Campus Center model. Session participants will have the opportunity to reflect on the culture and organization on their own campus and plot concrete next steps in their journey of building toward increased equity and inclusion in teaching and learning practices and cross-university collaboration.
Topics: Organizational Development, Programs

Broadway I **Mapping the Future of Faculty Development Programming**

4:30 PM - 5:45 PM *Amy Fowler Kinch, University of Montana; Rania Sanford, Stanford University*
The changing nature of faculty work is unmistakable. The diversity of students, growth in adjunct faculty, and the push for innovation and internationalization are just a few factors influencing that change. Are we prepared to support emerging areas of faculty work? Are our services aligned with institutional priorities? We will present how educational development units are deciding which services they offer, and where they see future challenges, using findings from a national study of POD members, deans, provosts and presidents. Participants will reflect on faculty development planning at their institutions and explore ways to strategically support emerging faculty skills.
Topics: Diversity, Programs

Parlor A **Nonpositional Leaders Facilitating Change: A Framework for Trust and Credibility**

4:30 PM - 5:45 PM *David A Green, Seattle University; Deandra Little, Elon University*
When consulting with colleagues, educational developers essentially act as purveyors of "second-hand knowledge." Often, we encourage others to implement strategies they have not experienced first-hand and that they may doubt or question. Moreover, developers typically facilitate change collaboratively as non-positional leaders. How do we engender trust so that our "cognitive authority" (Wilson, 1983) helps colleagues improve student learning? In this workshop, we introduce a new framework of interrelated components that contribute to making us credible cognitive authorities, discuss how to demonstrate these in practice, and evaluate which aspects we might best highlight or tailor to our own institutional contexts.

Council Suite	**Re-imagining Traditional Models: A Constructivist Approach to Faculty Development**

4:30 PM - 5:45 PM   *Ruth Owens, Arkansas State University*

Faculty development programs are in a unique position to model best practices with the goal of enhancing teaching and learning. However, some traditional faculty development activities reflect an expert-centered model that may fail to attract faculty or sustain their interest. How can faculty development programs encourage faculty to engage in meaningful, self-directed learning? This session will describe a constructivist approach to faculty development, leading participants to re-imagine ways to design and facilitate activities such as book clubs, peer observation of teaching, and faculty workshops, with a focus on working together to build new knowledge and beliefs about teaching and learning.

Topics: Programs, Start-up

Skyline I	**Students at the Center: Why We Need Undergraduates as Collaborators**

4:30 PM - 5:45 PM   *Noelle Lopez, Harvard University; Lauren Davidson, Harvard University*

Undergraduate programming is central to the work of Harvard's Derek Bok Center for Teaching&Learning. Undergraduates join our team as fellows, working on projects structured by two broad aims: (1) to make use of their insider knowledge of the student experience; and (2) to allow them to cultivate and peer-teach skills adjacent to the standard arts and sciences curriculum. Driving these programs is a commitment to the value of putting learners at the center of our work to improve teaching. In this session, we'll discuss how these programs function effectively, hear via video from some student participants, and think together about applications to participants' institutions.

Topics: Teaching & Learning, Diversity, Intergenerational Collaboration

Galleria I	**The REFLECT Project: Spreading Evidence-Based Teaching in STEM**

4:30 PM - 5:45 PM   *Carolyn M James, University of Portland; Eric Anctil; Stephanie Salomone, University of Portland; Valerie Peterson; Tara Prestholdt, University of Portland; Heather Dillon, University of Portland*

This interactive session explores how REFLECT, an NSF-funded project underway at XXXX University, is shifting teaching culture toward the adoption of evidence-based practices. This interactive session includes participant engagement in instructional change activities. In addition, we will explore what our grant team has learned about motivating and supporting teacher change, reshaping institutional culture, leveraging internal resources, and utilizing external partners. We share a model for effecting widespread adoption of evidence-based instructional practices and changing campus culture that could be used at similar regional comprehensive universities.

Topics: Organizational Development, STEM

Sunday, November 18

7:00 AM - 7:45 AM	**Running.** Depart from Hilton Lobby.
7:00 AM - 8:30 AM	**Conference Breakfast** (Atrium Ballroom)

<table>
<tr><td colspan="2" align="center">Anchor Session</td></tr>
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Pavilion East	**Stone Soup: Leading Institutional Change by Over-Determining Success**
8:30 AM - 10:00 AM	*Francine S Glazer, New York Institute of Technology; Noreen S O'Brien, New York Institute of Technology*

Organizational change depends on individuals changing their behaviors and attitudes. When faculty members change teaching strategies as part of a specific program, once it ends they often revert to their initial strategies. In this session, participants will identify a change initiative at their own institutions and examine it through three lenses: the individual, varied social groups at the institution, and institutional policy. As individual faculty members change their teaching strategies, an accompanying change in institutional culture can support sustained adoption. Creating a plan that addresses both motivation and ability at each level increases the likelihood of long-term success.

Topics: Start-up, Programs

10:00 AM - 4:30 PM	**Excursion: E7. Willamette Valley Wine Tour**

Cost: $85 USD per person, (plus $3 bus fare). All gratuities included. SOLD OUT.

Excursion participants meet in the Hilton lobby, 15 min before departure.

_____

We look forward to seeing you in 2019 for the 44th 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.

Cassandra Volpe Horii, POD Network President
Hoag Holmgren, POD Network Executive Director

Our thanks go out to:

POD Network Conference Team

Conference Chairs
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Carol Subiño Sullivan, Georgia Institute of Technology

Program Chairs
Paul Gebb, Oklahoma City University
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Pre-Conference Workshops
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Research Sessions
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Roundtable Sessions
Steven Jones, Georgia College & State University
Marina Smitherman, Dalton State College

Poster Sessions
Julie A. Sievers, Southwestern University
Jennifer Jefferson, St. Edward's University

POD Unconference Sessions
Patty Payette, University of Louisville
Diane Boyd, Auburn University
Enoch Hale, Virginia Commonwealth University

Birds of a Feather Groups (BOFs)
Stephanie Rohdieck, The Ohio State University
Georges Detiveaux, University of Houston

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Excursions
Kathryn Olsen, Reed College
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Tamara Metz, Reed College

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Kathryn Nielson, Merrimack College
Gina Merys, Saint Louis University
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Career Fair
Kate Williams, Georgia Institute of Technology
Stephanie Stripling, Clemson University

Networking Lunch
Derisa Grant, DJMG Consulting
Carol Hurney, Colby College
Janel Seeley, University of Wyoming

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Registration Desk
Gaye Webb, POD Network Administrative Assistant
Tammy McCoy, Georgia Institute of Technology
German Vargas Ramos, Otterbein University

Roommate Assistance Coordinator

Lindsay Wheeler, University of Virginia
Laura Cruz, Cruz Learning Consultants

Inclusion Coordinator
Emily Gravett, James Madison University

Conference Photography
Martin Springborg

Conference Buddy Program Coordinators
Claudia Cornejo Happel, Georgia Southern University
Doug Harvey, Stockton University
William Preston Cumming, University of Colorado Boulder

Conference Evaluation
Lynn Eaton, University of Mary Hardin-Baylor
Greg Siering, Indiana University Bloomington

Wellness Activity Leaders

Yoga
Julie Maxson, Metropolitan State University
Kate Willink, University of Denver
Cecile Yancu, Winston-Salem State University

Running
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Greg Siering, Indiana University Bloomington

Walking
Janet Kaplan Bucciarelli, Lesley University

Meditation
Bart Everson, Xavier University of Louisiana

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- Fay Akindes, University of Wisconsin System
- Jessica Alexander, Indiana University – Purdue University Indianapolis

- Jodi Amato, The Culinary institute of America
- Jhennifer Amundson, Judson University
- Joyce Armstrong, Old Dominion University
- Matthew Aron, Northwestern University
- Isis Artze-Vega, Florida International University
- Wendy Athens, Utah Valley University
- Angela Atwell, Embry-Riddle Aeronautical University – Worldwide
- Dorothe Bach, University of Virginia
- Melanie Bahti, Bryn Mawr College
- Donna Bailey, University of North Carolina – Chapel Hill
- Margaret Balachowski, Everett Community College
- Lauren Barbeau, Georgia Southern University
- Dina Battaglia, Embry-Riddle Aeronautical University – Arizona
- Josie Baudier, Kennesaw State University
- Angela Bauer, High Point University
- Gabriele Bauer, Villanova University
- John Beaumont, Borough of Manhattan Community College
- Barbara Beaver, University of Wisconsin – Whitewater
- Shannon Beller, University of South Dakota
- Michel Bellini, University of Illinois at Urbana – Champaign
- Jim Berg, Borough of Manhattan Community College
- Jim Berger, Western Kentucky University
- Lindsay Bernhagen, University of Wisconsin – Stevens Point
- Tracey Birdwell
- Jesse Bishop, Georgia Highlands College
- Beth Blankenship, University of New Orleans
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- Phyllis Blumberg, University of the Sciences
- Cheelan Bo-Linn, University of Illinois at Urbana – Champaign
- Emily Bonem, Purdue University
- Daniela Bottjer-Wilson, University of Hawaii – Manoa
- Emma Bourassa, Thompson Rivers University
- Larry Bowman, Yale University
- Allison Boye, Texas Tech University
- Ryan Bronkema, University of West Georgia
- Amy Brown, University of North Carolina – Greensboro
- Susan Brown, University of Dayton
- Veronica Brown, University of Waterloo
- Linda Bruenjes, Suffolk University
- Danielle Budzick, Cuyahoga Community College
- Aubra Bulin, Dallas Baptist University
- Rebecca Burgner, Texas A&M University
- Riley Caldwell-O'Keefe, Amherst College

- Anne Marie Canale, Rochester Institute of Technology
- Joshua Caulkins, Arizona State University
- James Cawthorne, Georgia Institute of Technology
- Amy Chan-Hilton, University of Southern Indiana
- Christopher Chen, Columbia University
- Summer Cherland, South Mountain Community College
- Chris Clark, University of Notre Dame
- Jo Clemmons, Point Loma Nazarene University
- Ann Coburn-Collins, Saginaw Valley State University
- Eli Collins-Brown, Winston-Salem State University
- Cristina Cottom, Embry-Riddle Aeronautical University
- Jason Craig, Marymount University
- Laura Cruz, Cruz Learning Consultants
- Preston Cumming, University of Colorado
- Carole Currie, Salve Regina University
- Stephanie Cutler, The Pennsylvania State University
- Michele Dames, Tallahassee Community College
- Rebecca Davis, St. Edward's University
- CJ Davison, Zayed University
- Chrysanthe Demetry, Worcester Polytechnic Institute
- Erin DeSilva, Dartmouth College
- Dale Dickinson, University of Alabama – Birmingham
- Camille Dickson-Deane, University of Melbourne
- Martha Diede, Western Carolina University
- Patricia Dinneen, George Washington University
- Michele DiPietro, Kennesaw State University
- Erin Dokter, University of Arizona
- Nancy Doody, Wilmington University
- Vanessa Doriott Anderson, North Carolina State University
- Christine Draper, Nevada State College
- Barbara Draude, Middle Tennessee State University
- Elizabeth Drumm, Reed College
- Suzanne Dunn
- Heather Dwyer, Suffolk University
- Elizabeth Dzabic, Colorado Community Colleges Online
- Lynn Eaton, University of Mary Hardin-Baylor
- Phillip Edwards, University of North Carolina – Chapel Hill
- Donna Ellis, University of Waterloo
- Kate Ellis, Indiana University
- Sammy Elzarka, Michelman & Robinson
- Andree Feig, Wayne State University
- Peter Felten, Elon University
- Mary Jo Festle, Elon University

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- Devon Fisher, Lenoir-Rhyne University
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- Billie Franchini, University at Albany – SUNY
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- Sara Fulmer, University of Guelph
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- Sandy Gambill, Saint Louis University
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- Mascha Gemein, University of Arizona
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- Margery Ginsberg, University of Washington – Seattle
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- Nancy Gordon, Missouri State University
- Michael Goudzwaard, Dartmouth College
- Derisa Grant, Stanford University
- Emily Gravett, James Madison University
- Martha Greatrix, University at Buffalo – SUNY
- David Green, Seattle University
- Megan Gregory, Washington University – St. Louis
- Laurie Grupp, Providence College
- Daniel Guberman, Purdue University
- Enoch Hale, Virginia Commonwealth University
- Catherine Haras, California State University – Los Angeles
- Michelle Hardee, University of South Carolina
- Ashley Harness, Oklahoma City University
- Christine Hartman, Wayne State University
- Douglas Harvey, Stockton University
- Molly Hatcher, The University of Texas at Austin
- Nira Hativa, Tel Aviv University
- Karen Hein, University of Nebraska at Omaha

- Holly Helterhoff, Lawrence Technological University
- Lauren Herckis, Carnegie Mellon University
- Carol Hernandez, Long Island University
- Ileana Hernández, Florida International University
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- Johanna Inman, Temple University
- Morgan Iommi, University of Iowa
- Jeanine Irons, Western Carolina University
- Amanda Irvin, Columbia University
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- Reginald Jackson, Northwestern University
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- Kathleen O. Kane, University of Hawaii – Manoa
- Katherine Kearns, Indiana University – Bloomington
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- Kathleen Kirsch, Chadron State College
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- Wiebke Kuhn, Auburn University
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- Lisa Kurz, Indiana University – Bloomington
- Eric Kyle, Nebraska Methodist College
- Suzanne LaFleur, University of Connecticut

- Robert Lagueux, Berklee College of Music
- Claire Lamonica, Illinois State University
- Stacey Lawrence, Brown University
- Virginia Lee, Virginia S. Lee and Associates
- Cindi Leverich, Michigan State University
- Heather Lewis, Pratt Institute
- Karron Lewis, The University of Texas at Austin
- Katie Linder, Oregon State University
- Lisa Liseno, Florida State University
- Debie Lohe, Saint Louis University
- Debbie Lord, Central Piedmont Community College
- Laura MacKay, Capitano University
- Emily Magruder, California State University, Office of the Chancellor
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- Susannah McGowan, King's College London
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- Kristina Meinking, Elon University
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- Gina Merys, Saint Louis University
- Julia Metzker, Stetson University
- Jessica Metzler, Brown University
- Roxanne Greitz Miller, Chapman University
- Tracy Miller, Northern Illinois University
- Wren Mills, Western Kentucky University
- Karen Miner-Romanoff, New York University
- Francesca Minonne, Boston College
- Megan Mittelstadt, University of Georgia
- Stephanie Moody, University of Michigan
- Theresa Moore, Kirkwood Community College
- Trevor Morris, Utah Valley University
- Jennifer Moss, Purdue University

- Karen Muncaster, Brandeis University
- Dennis Munk, Carthage College
- Dana Munk, Grand Valley State University
- Judy Nguyen, University of California – Berkeley
- Kathryn Nielsen, Merrimack College
- Rachel Niemer, University of Michigan
- Ingrid Novodvorsky, University of Arizona
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- Michael Palmer, University of Virginia
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- Steve Piscitelli, Florida State College – Jacksonville
- Susan Pliner, Hobart and William Smith Colleges
- Christopher Price, State University of New York
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- Kathleen Pusecker, University of Delaware
- Donna Qualters, Tufts University
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- Christine Rener, Grand Valley State University
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- Aaron Richmond, Metropolitan State University of Denver
- Stephanie Richter, Northern Illinois University
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- Christy Rishoi, Mott College
- Beth Ritter-Guth, Union County College
- Jessica Riviere, The Ohio State University
- Scott Roberts, University of Maryland

- Sol Roberts-Lieb, University of Illinois at Urbana – Champaign
- Kirk Robinson
- Stephanie Rohdieck, The Ohio State University
- Chad Rohrbacher, Embry-Riddle Aeronautical University
- Lori Rosenthal, Lasell College
- Catherine Ross, Columbia University
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- Jae-Eun Russell, University of Iowa
- Cari Ryan, Chaminade University of Honolulu
- Anusha S. Rao, Indiana University – Purdue University Indianapolis
- David Sacks, University of Kentucky
- Kem Saichaie, University of California, Davis.
- Megan Sanders, Colorado School of Mines
- Amy Santos, University of Illinois at Urbana – Champaign
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- Lauren Schlesselman, University of Connecticut
- Karl Schnapp, Bristol Community College
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- Hilary Schuldt, Northeastern University
- Lindsay Schwarz, University of Houston
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- Sandra Sgoutas-Emch, University of San Diego
- Karen Shader, University of Tennessee of Health Science Center
- Susan Shadle, Boise State University
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- Samantha Shields, Texas A&M University
- Tiffany Shoop, Virginia Tech
- Greg Siering, Indiana University – Bloomington
- Rebekah Silva, California Institute of Technology
- Shawn Simonson, Boise State University
- Shannon Sipes, Indiana University – Bloomington
- Adam Smith, Texas Tech University
- Gary Smith, University of New Mexico
- Marina Smitherman, Dalton State College
- Darlene Smucny, George Mason University
- Meiyi Song, University of Pittsburgh
- Xiaomei Song, Georgia Southern University
- D. Lynn Sorenson, Dee Fink & Associates
- Sylk Sotto, Indiana University School of Medicine
- Claudia Stanny, University of West Florida
- Kate Stanton, Princeton University
- Michael Starenko, Rochester Institute of Technology

- Hillary Steiner, Kennesaw State University
- Jim Stenerson, Pace University
- Linda Stewart, Kennesaw State University
- Patricia Stewart, Michigan State University
- Marissa Stewart, University of Maryland
- Amy Strage, San Jose State University
- Adriana Streifer, University of Virginia
- Stephanie Stripling, Clemson University
- Suzanne Tapp, Texas Tech University
- Phyllis Thompson, Stonehill College
- Travis Thurston, Utah State University
- Mary Ann Tobin, The Pennsylvania State University
- Thomas Tobin, University of Wisconsin – Madison
- Cecilia Toole, Meredith College
- M. Gabriela Torres, Wheaton College
- Crystal Tse, University of Waterloo
- Nicole Tuttle, University of Michigan
- Christy Tyndall, Virginia Commonwealth University
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- Deborah Walker, Georgia Southern University
- Katie Walsh, Carnegie Mellon University
- Jennie Walts, Calhoun Community College
- Carrington Ward
- Firm Faith Watson, Murray State University
- Jennifer Weaver, California Institute of Technology
- Toni Weiss, Tulane University
- Leanne Wells, Florida International University
- Lindsay Wheeler, University of Virginia
- Marcia Wheeler, Ozarks Technical Community College
- Beth White, Oak Ridge Associated Universities
- Kate White, Rice University
- Nancy Wiggers, University of Mississippi
- Kate Williams, Georgia Institute of Technology
- Emily Wilson, Simmons College
- David Woodruff, Chamberlain College of Nursing
- Mary Wright, Brown University
- Frehiwot Wuhib, Wichita State University

- Jennifer Yates, University of South Alabama
- Sarah Young, Development Services Group, Inc
- Todd Zakrajsek, University of North Carolina – Chapel Hill
- Tes Zakrzewski, Wentworth Institute of Technology
- Nathalie Zarisfi, Adelphi University

POD Network Previous Presidents and Conference Sites

POD President Name and Institution	Year	Conference Location
Mary Wright, Brown University	2017-18	Montreal, Québec
Kevin Barry, University of Notre Dame	2016-17	Louisville, KY
Deandra Little, Elon University	2015-16	San Francisco, CA
Leslie Ortquist-Ahrens, Berea College	2014-15	Dallas, TX
Kathryn Plank, Otterbein University	2013-14	Pittsburgh, PA
Michele DiPietro, Kennesaw State University	2012-13	Seattle, WA
Phyllis Worthy Dawkins, Dillard University	2011-12	Atlanta, GA
Peter Felten, Elon University	2010-11	St. Louis, MO
Mike Theall, Youngstown State University	2009-10	Houston, TX
Virginia S. Lee, Virginia S. Lee & Associates	2008-09	Reno, NV
Mathew L. Ouellett, U. of Massachusetts at Amherst	2007-08	Pittsburgh, PA
James E. Groccia, Auburn University	2006-07	Portland, OR
Virleen Carlson, Cornell University	2005-06	Milwaukee, WI
L. Dee Fink, University of Oklahoma	2004-05	Montréal, Québec
Laura L. B. Border, University of Colorado at Boulder	2002-04	Denver, CO
Roger Sell, Southwest Missouri State University	2002-02	Atlanta, GA

Mary Deane Sorcinelli, U. of Massachusetts at Amherst	2001-02	St. Louis, MO
Christine Stanley, Texas A&M University	2000-01	Vancouver, BC
Jim Eison, University of South Florida	1999-00	Lake Harmony, PA
Kay Gillespie, Colorado State University	1998-99	Salt Lake City, UT
Eric Kristensen, Berklee College of Music	1997-98	Haines City, FL
Marilyn Leach, University of Nebraska at Omaha	1996-97	Salt Lake City, UT
Nancy Chism, The Ohio State University	1995-96	North Falmouth, MA
Karron Lewis, University of Texas at Austin	1994-95	Portland, OR
Donald Wulff, University of Washington	1993-94	Rochester, MN
Daniel W. Wheeler, University of Nebraska at Lincoln	1992-93	Wesley Chapel, FL
Ronald Smith, Concordia University Montréal	1991-92	Morgantown, WV
Emily (Rusty) Wadsworth, McHenry County College	1990-91	Tahoe City, CA
Delivee Wright, University of Nebraska at Lincoln	1989-90	Jekyll Island, GA
Marilla Svinicki, University of Texas at Austin	1988-89 1987-88	Keystone, CO Kerrville, TX
Bette L. Erickson, University of Rhode Island	1986-87 1985-86	Somerset, PA Delavan, WI
LuAnn Wilkerson, Harvard Medical School	1984-85	Monterey, CA
Michele Marincovich, Stanford University	1983-84	Airlie, VA
Michael Davis, University of the Pacific	1982-83 1981-82	Montebello, Québec Cincinnati, OH
Lance Buhl, Projects for Educational Development	1980-81	Berkeley, CA
Glenn Erickson, University of Rhode Island	1979-80 1978-79	Fairfield Glade, TN Afton, OK

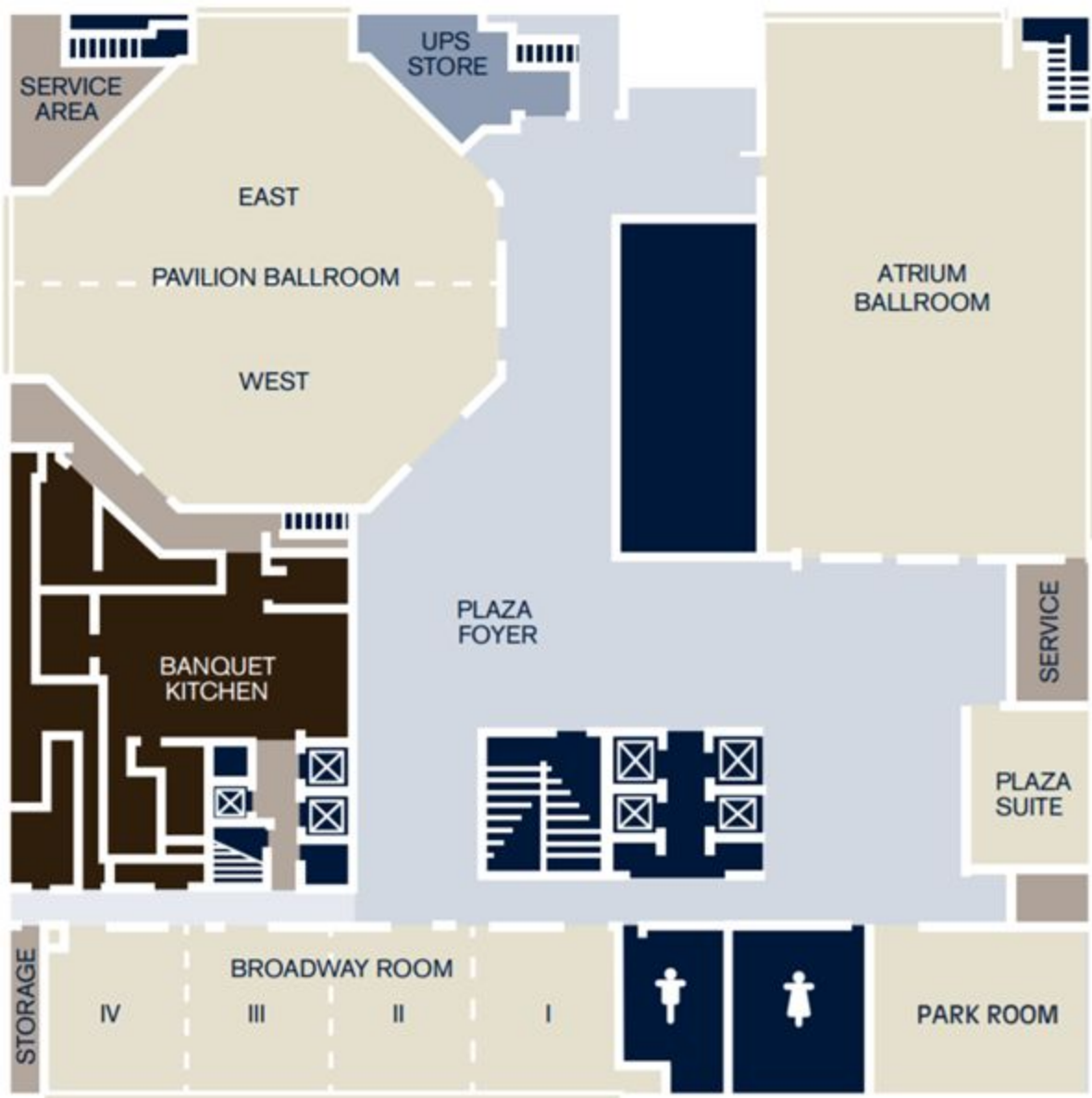|		
Mary Lynn Crow, University of Texas at Arlington	1977-78	Zion, IL
Joan North, University of Wisconsin at Stevens Point	1976-77	Airlie, VA

Hotel Maps

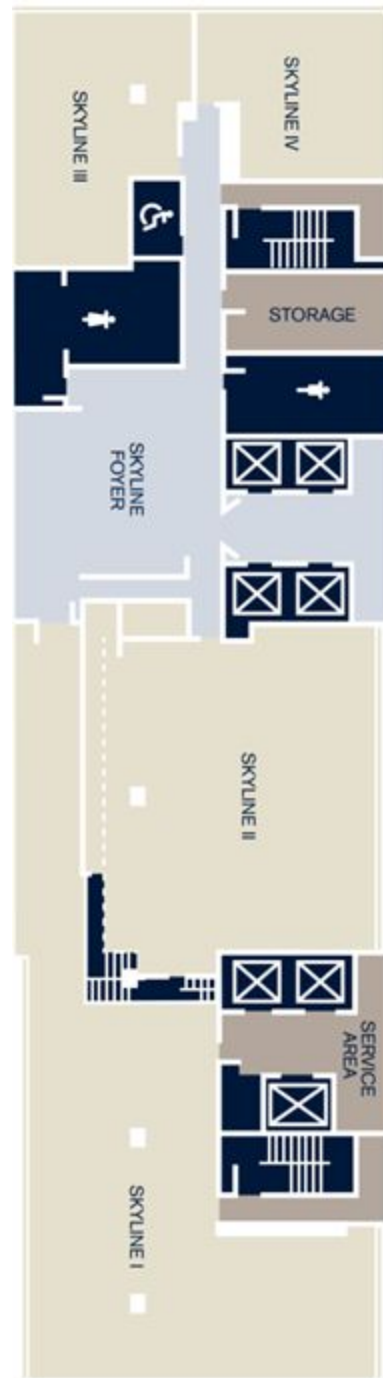## Hilton Portland Downtown

Ballroom Level

Plaza Level

SERVICE AREA

UPS STORE

EAST

PAVILION BALLROOM

WEST

ATRIUM BALLROOM

PLAZA FOYER

SERVICE

BANQUET KITCHEN

PLAZA SUITE

STORAGE

BROADWAY ROOM

IV   III   II   I

PARK ROOM

3rd Floor Conference Level

3rd Floor Conference Level floor plan showing rooms: FORUM, CABINET, SERVICE AREA, COUNCIL, EXECUTIVE, DIRECTORS, SENATE, STUDIO, SERVICE AREA, BOARDROOM EAST, BOARDROOM WEST

23rd Floor Skyline Level

23rd Floor Skyline Level floor plan showing rooms: SKYLINE III, SKYLINE IV, STORAGE, SKYLINE FOYER, SKYLINE II, SERVICE AREA, SKYLINE I

The Duniway Portland

MARBLEHEAD

CAPTAIN GRAY

III

II

I

FOYER

EAGLE COVE