DEFINING WHAT MATTERS:
Understanding and Enhancing the Impact of Educational Development

42nd Annual POD Network Conference
MONTREAL, Quebec, October 25-29, 2017
Welcome to the POD Network Conference for 2017

Welcome to the 42nd 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, **Defining What Matters: Understanding and Enhancing the Impact of Educational Development**. 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. Randy Bass delivers our first plenary session, which will take place on Friday, October 27, 10:30 AM – 12:00 PM. ACUE is sponsoring this plenary session.

2. The CRLT Players will perform “Cuts: Responding to Student Climate Concerns” as a second plenary session on Saturday, October 28 from 1:00-2:45pm beginning during the Networking Lunch. Attendees who are interested in further processing and exploring the themes raised by the theatrical production are invited to stay for the concurrent session immediately following from 3-4:15pm.

3. In Sunday’s anchor session (October 29, 8:45 – 10:15 AM), Sue Hines wraps up our conference with “Program Evaluation, Program Assessment, Program Review: What’s the Difference?” This interactive session will help participants discern the difference among three common approaches for determining the effectiveness of a teaching and learning center, program evaluation, program assessment, and program review, and determine how to best use them within their own center.

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

5. 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.

6. Free wireless Internet access is available in all guest rooms and in all conference spaces—including meeting rooms—for conference attendees. Login information is available below and at the conference registration desk.

7. Whether you are interested in jazz piano, ready to party and/or get fit the conference provides opportunities for connecting and unwinding:
   - Friday night jazz piano concert at 8:30pm in Salon 7
   - Friday night after the banquet, join colleagues for the POD Dance and Karaoke Party from 8:30pm-midnight in Ballroom East
   - Certified yoga instructor and long-time POD Network members Michele DiPietro and Dorothea Bach will lead early morning yoga sessions,
   - Member of the Meditation SIG, Penelope Wong will lead morning meditation sessions,
   - POD Network members Tom Tobin and Kate Williams will lead running groups and Jim Stenerson and Laurel Willingham-McLain will lead walking groups each day
(mornings and some afternoons).

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!

Mary Wright, POD Network President

Lynn Eaton, Conference Co-chair
Greg Siering, Conference Co-chair
Steven Hansen, Program Co-chair
Carol Subiño Sullivan, Program Co-chair
Hoag Holmgren, POD Network Executive Director

POD Network Executive and Core Committees

President (2016-2017)
Mary Wright, Director
Sheridan Center for Teaching and Learning
Brown University

Past President
Kevin Barry, Director
Kaneb Center for Teaching and Learning
University of Notre Dame

President Elect
Cassandra Volpe Horii, Director,
Center for Teaching, Learning, and Outreach
California Institute of Technology

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

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

Core Committee Members
Dorothe Bach (2017-2020)
Associate Director and Associate Professor
Center for Teaching Excellence

_Erica Bastress-Dukehart (2016-2019)_
Associate Professor of History & Director of Faculty Development, Center for Leadership, Teaching, and Learning
Skidmore College

_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

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

_Jake Glover (2015-2018)_
Senior Education Officer
IDEA Education

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

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

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

_Kathryn Linder (2017-2020)_
Research Director, Center for Research on Lifelong STEM Learning
Oregon State University

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

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

_Richard Swan (2016-2019)_
POD Network Mission Statement

The Professional and Organizational Development Network in Higher Education (POD) fosters a community for scholars and practitioners who advance teaching and learning through faculty and organizational development.

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

Conference Sponsors

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

Gold Sponsor

Bronze Sponsors
2017 Conference Schedule-at-a-Glance

The POD Network conference registration desk will be open on the at these times:
- Wednesday 10:00 AM to 5:00 PM, Level A in front of Frenchette
- Thursday 7:30 AM to 5:00 PM, Ballroom Foyer
- Friday 7:30 AM to 5:00 PM, Ballroom Foyer
- Saturday 7:30 AM to 5:00 PM, Ballroom Foyer
- Sunday 7:30 AM to 10:30 AM, Outside Ballroom Centre/West

An electronic version of this program is available through the Guidebook app. COMING SOON

**Wednesday, October 25th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1:00 PM</td>
<td>1:00-4:30 Pre-Conference Workshop W1 (Part 1) and W2</td>
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<tr>
<td>2:30 PM</td>
<td>Coffee break, Ballroom Foyer</td>
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<tr>
<td>5:00 PM</td>
<td>5:00-7:00 <strong>Excursion: E1 Restaurant Europa Excursion</strong>, Depart from Lobby at 6:15 PM (walking)</td>
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**Thursday, October 26th**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 AM</td>
<td>6:00-7:00 Yoga, Jarry and Joyce</td>
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<tr>
<td>7:00 AM</td>
<td>7:00-7:45 Meditation, Salon 7</td>
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<td>7:00-8:00 Running/Walking Groups, Lobby</td>
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<tr>
<td>8:30 AM</td>
<td>8:30-12:00 Pre-Conference Workshops: W1 (Part 2) W3-W3</td>
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<tr>
<td>10:00 AM</td>
<td>Coffee break, Ballroom Foyer</td>
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<tr>
<td>1:30 PM</td>
<td>1:30-2:45 Interactive, Roundtable, Research, and POD U Sessions</td>
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<tr>
<td>2:45 PM</td>
<td>Coffee Break, Ballroom Foyer</td>
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<tr>
<td>3:00 PM</td>
<td>3:00-4:15 Interactive, Roundtable, and Research Sessions</td>
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<tr>
<td>4:30 PM</td>
<td>4:30-5:30 Introduction to POD for First-Time Attendees, Ballroom East</td>
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<tr>
<td>5:30 PM</td>
<td>5:30-6:30 POD Welcome Reception, Ballroom Foyer (cash bar)</td>
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<tr>
<td>6:30 PM</td>
<td>6:30-8:00 Conference Dinner: Welcome and President's Address, Ballroom Centre/West</td>
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**Friday, October 27th**

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<tr>
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<tbody>
<tr>
<td>6:00 AM</td>
<td>6:00-7:00 Yoga, Jarry and Joyce</td>
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<td>7:00-7:45 Meditation, Salon 7</td>
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<tr>
<td></td>
<td>7:00-8:00 Running/Walking Groups, Lobby</td>
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<td></td>
<td>7:00-8:45 Conference Breakfast, Ballroom Centre/West</td>
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<tr>
<td>7:30 AM</td>
<td>7:30-8:45 Birds of a Feather Meetings (BOFs)</td>
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<td>7:30-10:30 Vendor</td>
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<td>Time</td>
<td>Event Description</td>
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<tr>
<td>9:00 AM</td>
<td>9:00-10:15 Interactive, Roundtable, and Research Sessions; Career Fair (Part I, Ballroom East)</td>
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<tr>
<td>10:15 AM</td>
<td>Coffee Break, Ballroom Foyer</td>
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<tr>
<td>10:30 AM</td>
<td>10:30-12:00 Plenary Session, Ballroom Centre/west</td>
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<tr>
<td>12:00 PM</td>
<td>12:00-2:00 Lunch-on-Your-Own Big 10 Academic Alliance Meeting, Breathitt Committee Chairs Meeting, Morrow</td>
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<tr>
<td>12:00-6:00 PM</td>
<td>12:00-6:00 Excursion: E2 Beyond the Bagel, Montreal's Jewish Food Tour Meet in Lobby at 11:45. Bus will depart at 12 PM</td>
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<tr>
<td>12:00-6:00 PM</td>
<td>12:00-6:00 Vendor Exhibit</td>
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<tr>
<td>2:15 PM</td>
<td>2:15-3:30 Interactive, Roundtable, and Research Sessions</td>
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<tr>
<td>3:30 PM</td>
<td>Coffee Break, Ballroom Foyer</td>
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<tr>
<td>3:45 PM</td>
<td>3:45-5:00 Interactive, Roundtable, and Research Sessions; Poster Session;</td>
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<tr>
<td>5:15 PM</td>
<td>5:15-6:45 Resource Fair (cash bar and hors d'oeuvres), Ballroom East</td>
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<tr>
<td>7:00 PM</td>
<td>7:00-8:30 POD Awards Banquet, Ballroom Centre/West</td>
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<tr>
<td>8:30 PM</td>
<td>8:30-Midnight Karaoke/Dancing, Ballroom East</td>
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<td>8:30-9:30pm Jazz piano recital by Hilary Demske performing a Stephen Foster melody, Salon 7</td>
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**Saturday, October 28th**

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<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>6:00 AM</td>
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<tr>
<td></td>
<td>7:00-8:00 Running/Walking Groups, Lobby</td>
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<td>7:00-8:45 Conference Breakfast, Ballroom Centre/West</td>
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<td>7:30-8:45 TIA Editorial Board Meeting, Salon 8</td>
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<td>7:30-8:45 International POD Attendees Gathering, Salon 2</td>
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<tr>
<td>9:00 AM</td>
<td>9:00-10:15 Committee Meetings</td>
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<tr>
<td>10:15 AM</td>
<td>Coffee Break, Ballroom Foyer</td>
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<tr>
<td>10:30 AM</td>
<td>10:30-11:45 Interactive, Roundtable, and Research Sessions</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>12:00-1:00 Networking Lunch/Membership Meeting, Ballroom Centre/West</td>
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<tr>
<td>1:00 PM</td>
<td>1:00-2:45 CRLT Players Plenary Session, Ballroom Centre/West</td>
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<tr>
<td>2:45 PM</td>
<td>Coffee Break, Ballroom Foyer</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>3:00-4:15 Interactive, Roundtable, and Research Sessions; POD-U Session</td>
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<tr>
<td>4:30 PM</td>
<td>4:30-5:45 Interactive, Roundtable and Research</td>
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<td>4:00-10:00 PM Excursion: E5 Montreal Botanical</td>
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### Sessions

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<tr>
<th>Time</th>
<th>Activity</th>
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| 6:00 PM | Dinner-on-Your-Own  
6:00-7:00 PM Special Session: Supporting Our Campuses in Politically Fraught Times, Ballroom East |

### Excursions

| Time  | Excursion: E3 Playing with Fire: The Theo Fleury Story, Centaur Theatre Company  
Meet in Lobby at 6:30 PM. Bus will depart at 6:45 PM |
|-------|-------------------------------------------------|
| 6:45-10:30 PM | Excursion: E4 Sabat Mater, Les Grands Ballets  
Depart from: Meet in Lobby at 6:30 PM. Bus will depart at 6:45 PM |

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### Sunday, October 29th

<table>
<thead>
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<th>Time</th>
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<tr>
<td>6:00 AM</td>
<td>6:00-7:00 Yoga, Terrace Jarry and Joyce</td>
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</table>
| 7:00 AM | 7:00-7:45 Meditation, Salon 7  
7:00-8:00 Running/Walking Groups, Lobby  
7:00-8:45 Conference Breakfast, Ballroom Foyer |
| 8:30 AM | 8:45-10:15 POD-Sponsored Anchor Session: “Program Evaluation, Program Assessment, Program Review: What's the Difference?” Ballroom Centre/West |

### Plenary Session

Selected by the conference team, the plenary speaker is a nationally and internationally renowned expert in higher education, educational development, or the conference theme. Her/his broadly scoped talk will center on the conference theme and invite participants to engage in dialogue during and after sessions. The plenary session will take place on Friday, October 27, 10:30 AM – 12:00 noon. The plenary speaker this year is **Randy Bass**, Vice Provost for Education and Professor of English at Georgetown University.

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

Dr. Bass will be giving a talk entitled “Educational Design in a Dis-integrative Age – Leading from
What would a higher education look like if we were designing it now, given what we know about the full spectrum of learning, about the expanding population of students entering higher education, the global digital ecosystem and the challenges that lay ahead for our graduates? This is a particularly salient question given that the central tension of our time is between an integrative vs. disintegrative vision of learning. This talk will explore the questions of transforming the teaching and learning experience, in the classroom and more broadly across the curriculum and co-curriculum. In particular, the session will also look at the role of educational designers and professional development staff in navigating this tension. The new learning ecosystem gives us an unprecedented opportunity to design learning environments that address the whole person, bridge liberal and professional education, and can help students to become agents of positive change. Leading from the middle, professional development staff and leaders are critical to fostering ethical educational design practices in a disintegrative age.

Session Formats

Pre-conference workshops emphasize learning-by-doing and provide participants the opportunity to explore topics in depth through a combination of hands-on activities, reflection, and discussion. Most pre-conference workshops are three hours in length, taking place on the morning of Thursday, October 26. 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, October 25 and conclude the morning of Thursday, October 26.

Interactive sessions, which are 75-minutes in length, combine brief presentations or panel discussions with methods designed to engage participants. Session leaders are encouraged to incorporate meaningful activities as appropriate, selecting from a variety of methods such as presentation, demonstration, discussion, application, feedback, group and individual work, and role-playing.

Roundtable discussions provide an opportunity for various kinds of interactions in a smaller group setting (10-15 people), such as discussion of a concept, approach, program, issue, case study, or reading. This 75-minute format is ideal for getting to know people who may be facing similar issues to you, exploring new ideas, and sharing practices.

Research sessions allow for sharing of the growing amount of research that POD members are undertaking, both about teaching/learning and our own professional work. These sessions are more lecture-oriented in style than interactive or roundtable sessions. They are 35 minutes in length, so two are scheduled into each regular 75-minute slot. Attendees are free to change rooms in between research sessions.

Poster sessions will be held on Friday afternoon from 3:45 – 5:00 PM and presenters will share research, observations, and/or insights from their institutions. This is an excellent opportunity for attendees to network with representatives of many institutions and find colleagues working on
interesting problems. The Poster Session will be held in the room next to the Resource Fair and accompanying reception.

**Special Sessions: POD-Sponsored and Sunday Anchor**

In addition to the sessions described above, the POD conference includes POD-sponsored sessions as well as an anchor session to close the conference. POD-sponsored sessions are sponsored and submitted by members of various POD committees, then reviewed and vetted by POD’s Core Committee. The Conference Committee chooses the anchor session, a session that has particular importance to the conference theme and the POD membership.

**POD Session Topics and Audiences**

Topic designations were reorganized to better match recent conference sessions and attendee interaction with electronic versions of the conference program. Presenters assigned one to three topics from the list below to their session, and could add a topic of their own designation if needed.

- **Adjunct Professional Development**: Practices, processes, theories, techniques, programs pertaining specifically to adjunct or part-time faculty development.
- **Administration**: Budgeting, funding, management, planning, performance appraisal, staff/faculty recruitment and retention, and other issues concerning the administration of a center or other unit.
- **Assessment**: Measuring the effectiveness of an aspect of practice and/or outcomes in order to improve (other designated topics indicate the subject of assessment).
- **Diversity**: Addressing under-represented or minority populations on campus, in the classroom, in administration.
- **Faculty Professional Development**: Practices, processes, theories, techniques, programs pertaining to faculty development.
- **Graduate Student Professional Development**: Practices, processes, theories, techniques, programs pertaining specifically to graduate and professional student development.
- **Organizational Development**: Practices, processes, theories, or techniques related to the systemic development of institutions and organizations.
- **POD Professional Development**: Practices, processes, theories, techniques, programs pertaining to development of those in the professions represented by POD (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, organizational ideas related to establishment and growth of
centers, programs, or other projects.

**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.

Presenters may also identify one or two audience(s) or population(s) likely to benefit from or have an interest in the session. Audience selections are indicated below. Presenters could also add an audience designation of their own, if needed. *You will find the affiliated topic(s) and audience(s) at the end of the abstract for each session.*

**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**

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<tr>
<th>POD Unconference (POD-U)</th>
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Increasing in popularity each year, the POD “unconference” sessions emphasize peer-to-peer learning, collaboration, and creativity. These sessions bring together conference attendees who have common interests, but there is flexibility and spontaneity that shape the style, subject, and/or flow of the interactions.

**Deconstruct to Build it up: A Practical Guide to Workshop Design**
**Thursday at 1:30 – 2:45 PM (Ballroom East)**
**Diane Boyd, Patty Payette, and Nicholas Yates**

Creating dynamic, interactive, well-designed workshops is one of the signature activities of our work as academic developers. But how do we keep our approaches exciting and engaging for us as well as our colleagues? We can find new inspiration, renewed energy, and more effective design when we reflect on our work with a renewed learner-centered perspective. Participants will use a carousel gallery walk to share strengths, challenges,
and proven strategies for workshop design and facilitation using an iterative, interactive unconference approach. Facilitators will collect insights real-time in an easily sharable online form to keep the conversation and inspiration percolating post-conference.

**Birds of a Feather (BoF) Sessions**  
**Friday at 7:30 – 8:45 AM (various rooms, listed in the program)**

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.

**Start a Mastermind: Create Community, Exchange Ideas, and Encourage Accountability**  
**Friday at 2:15 – 3:30 PM (Salon A)**  
**Francine Glazer and Claudia Cornejo Happel**

New and veteran POD members have expressed interest in formalized opportunities for ongoing support, especially after participating in shared experiences such as INFD, Getting Started, or the Buddy Program. Masterminds are small groups of trusted colleagues who provide each other with emotional support, a sense of community, and accountability toward individual goals. In this unconference-style session, we discuss the basics of masterminds. You will then identify potential partners for starting your own group focused on shared or similar goals. Logistical resources for connecting with your mastermind will be shared, along with tips for success and guidance regarding structure.

**Career Fair**

Career Fair will be held on Friday morning from 9:00 – 10:15 AM. It provides a networking opportunity for individuals exploring new career opportunities and representatives from institutions with positions to advertise. Early career POD 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 members. Potential employers can use this time to plan a subsequent formal interview during or after the conference.

**Resource Fair**

The Resource Fair features tables from college and university-affiliated programs and from non-
profit organizations. This venue provides an opportunity to socialize while displaying and distributing information that showcase your programs, activities, resources, and services. The Resource Fair and accompanying reception will be held on Friday evening from 5:15 PM – 6:45 PM.

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

**Vendor Exhibits**

The Vendor Exhibit features tables from commercial enterprises, publishers and consultants. The Vendor Exhibit and Vendor Interactive Sessions will be held on Thursday, Friday and Saturday excluding times designated for the plenary session. The Vendor Exhibit and Vendor Interactive Sessions are the only times at the conference when items or services may be promoted or offered for sale.

**Vendor-Sponsored Sessions**

In 2009, the POD Core Committee approved the introduction of increased corporate sponsorship to avoid passing escalating conference costs onto POD attendees. Vendors who sponsor the POD conference at the Bronze Level or higher have the opportunity to present an interactive workshop. Interactive workshops are not commercials; rather, they are intended to reflect the engaged and research-based approach of the POD communities. This year’s Vendor-Sponsored Sessions are presented by the Association of College and University Educators (ACUE), American Council on Education (ACE), Distance Educational Professional Development of the University of Wisconsin-Madison, Explorance, and University of Central Oklahoma.

The Vendor Exhibit and Vendor Interactive Sessions are the only times at the conference when items or services may be promoted or offered for sale.

**Graduate student, Professional student & Postdoctoral scholar Developers Networking Lunch**

A Graduate student, Professional student, and Postdoctoral scholar Development (GPPD) Networking Lunch will be held on Thursday 12:00 PM – 1:00 PM in Ballroom East. This event provides an opportunity for graduate students and postdoctoral scholars to connect with each other early in the POD Conference. Graduate student, Professional student, and Postdoctoral scholar Developers are also welcome to attend. GPPD subcommittee chairs will be in attendance to provide conference and job market mentorship.
**Morning Yoga Practice**

Leverage body, mind, and heart to get the most out of your conference experience with an early morning yoga practice that will stretch you, ground you, and focus you. The practice is open to all levels of experience, including first-timers, and will include physical postures and introspective work. Bring a mat, and a bottle of water if you like.

Dorothe Bach became a yoga student over 20 years ago and has been a certified instructor since 2009. Her gentle, meditative yoga class invites you to listen inward and move into stillness and ease.

A certified yoga teacher since 2009, Michele DiPietro has been a student of yoga for 11 years and teaches in a variety of styles. He integrates physical postures, breathwork, and chakra awareness to encourage others to find their grounding in their practice and, from there, their growing edge.

**Morning Meditation**

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

The meditation session will be held each morning from 7:00 – 7:45 in Salon 7.

**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, Tom Tobin and Kate Williams will be leading 2 and 3.5 mile runs Thursday-Sunday of the conference. For those wanting a short, 2 mile run to jump-start their days, running groups will depart from the Lobby at 7:00 AM and return by 7:30am each morning. For those of you who prefer to workout in the afternoon, running groups will do a 3.5 mile route from 4-4:45pm on Thursday and 5-5:45pm on Friday and Saturday. Please arrive in the Lobby 10 minutes early to ensure an ontime departure.

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.

2-mile "downtown" loop:  
https://www.google.com/maps/d/viewer?mid=1577SKFPz8Fm7p4xWAERC7P2Qel8&ll=45.50338756943557%2C-73.57102644999998&z=15
2-mile "McGill University" loop: http://www.gmap-pedometer.com/?r=7118976

3.5 miles / 5K "downtown" loop: https://www.google.com/maps/d/viewer?mid=1yMSD-m2hKdcsIXLJlZsLTqe7JOU&ll=45.49980110656198%2C-73.57424500000002&z=14

4-mile "Old Port" out-and-back (turn back at Peel Basin for a 2-mile route): http://www.gmap-pedometer.com/?r=7118986

3-mile "Mont Royal" out and back (there will be a hill once you reach the park): http://www.gmap-pedometer.com/?r=7118983

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**Lactation Room**

The POD Network supports mothers who are attending the conference while caring for their children. Suite 701 has been reserved for the duration of the conference to serve as a 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.

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**Inclusion Coordinator**

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

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

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

The Inclusion Coordinator for the 2017 POD Network Conference is Riley Caldwell-O’Keefe (rcaldwellokeefe@amherst.edu). Anyone with accessibility needs and/or inclusion concerns should contact her via email.
The Robert J. Menges Award for Outstanding Research in Educational Development was established in recognition of Robert J. Menges (1939-1997). Bob Menges was and remains an honored scholar. His long years of work and contributions to teaching and learning and faculty and educational development in higher education can be characterized by his spirit of caring consultation, active participation, and rigorous research. This award honors sessions by POD Network members at our annual conference that reflect Bob Menges' values and approaches to his work. He loved to create studies out of ideas, and he practiced a wide variety of methodologies and designs. This recognition was established and first awarded at the 2000 POD Network conference in Vancouver.

The selection committee identifies award recipients on the basis of sound and rigorous research in educational development having the potential to advance the field. The committee selected two winners for 2017:

**Why Do We Teach? Examining Faculty Teaching Experiences and Motivation**
Allison BrckaLorenz,* Indiana University Bloomington; Robert Stupnisky, University of North Dakota; Bridget Yuhas, Indiana University Bloomington, bkchase@indiana.edu
Research Session, Friday 2:15-2:50 PM, Salon 5

Understanding faculty motivations for teaching can provide a powerful window into what encourages instructors to do the work of teaching. We administered a brief survey developed from self-determination theory to instructional staff at nineteen institutions across the country. These survey items investigated faculty experiences and motivations for teaching. The results varied by race and discipline, among other factors, and we will give an overview of our findings in this session. Discussion will focus on how these findings can inform faculty development and hiring practices.

and

**Understanding instructors' conceptualization of course design to enhance faculty development**
Audriana M. Stark, University of New Mexico; Gary A. Smith,* University of New Mexico; Julie A. Sanchez, University of New Mexico
Poster, Friday 3:45-5:00 PM, Ballroom East

A phenomenographic (qualitative) study at a research university identified five categories of description for how STEM instructors conceptualize the design/redesign of courses. These range from individual perceptions of (1) what to teach; (2) how to teach; and (3) reflection on teaching; to engagement with communities either (4) in a department to align course design; or (5) across the institution and beyond to align goals and leverage resources. The results suggest that faculty developers not only have the potential to develop individual teachers but to stimulate networks that are of value to instructors.

2017 Menges Award Subcommittee:
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 2016 Travel Fellowship to the following recipients:

**Bryan Dewsbury**, Assistant Professor, Department of Biology, University of Rhode Island, USA

**Tam’ra-Kay Francis**, Graduate Research Assistant, The Teaching and Learning Center, University of Tennessee-Knoxville, USA

**Chandani Patel**, Assistant Director, Chicago Center for Teaching, The University of Chicago

**Hanae Tsukada, Erin Yun, and Amy Perreault** (Team of 3), Educational Developer, The University of British Columbia, Canada

**Qing Xia**, Senior Assistant Director, International Studies & Programs, Michigan State University, USA

Every year the Diversity Committee provides one or more POD member institutions with funding up to $5,200 in order to support an internship position related to educational development in higher education. The internship is meant to provide a person from a historically underrepresented racial and/or ethnic group, including those from international institutions with career exploration opportunities in educational development.

The POD Network, upon recommendation of the Diversity Committee, has awarded the 2017 Educational Development Internship Grant to the following institutions:

**Abraham Baldwin Agricultural College** - (submitted by Jordan Cofer, Assistant Vice President for Academic Affairs, Learning Resources)

**Florida International University** - (application submitted by Ileana Hernandez, Assistant Director)
The Diversity Committee acknowledges the time, dedication, and effort of the following individuals who served on the 2017 Grants Review Committee:

Cristina Cottom, Embry-Riddle Aeronautical University  
Penelope Wong, Berea College  
Gary Smith, University of New Mexico  
Peggy Lumpkin, Young Harris College  
Eunice Ndeto Ivala, Cape Peninsula University of Technology,  
Steven Jones, Georgia College and State University  
Cassandra Horri, California Institute of Technology  
Judy Nguyen, University of California at Berkeley  
Andrew Phuong, University of California at Berkeley  
Jacinta Mutambuki, Washington University in St. Louis

The process was led by  
Cristina Cottom and Kimberley Carothers

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

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**POD Network 2017 Adjunct Faculty/Part-time SIG Travel Award**

The POD Adjunct Faculty/Part-time SIG Travel Grant was developed for educational developers who support adjunct faculty or adjunct faculty who want to become educational developers so that they can have travel funds to attend the 2017 POD Conference and be able 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 2017 Travel Awards to:

- **Sheila Muller**, Northern Essex Community College  
- **Erica Canton**, Florida International University  
- **Alan Chace**, Cape Cod Community College

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

- Ann Coburn-Collins, Saginaw Valley State University (co-chair)  
- Teresa Focarile, Boise State University (co-chair)  
- Mandy McGrew, Kennesaw State University  
- Jonathan Iuzzini, Achieving the Dream
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 conference at a reduced rate. Grant recipients pay only $50 toward conference registration and POD 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 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 2017 Career Development Grants to the following recipients:

Jennifer Collins, Ohio State University
Leslie Drane, Indiana University
Robert Hill, Michigan State University
Ally Hunter, University of Massachusetts, Amherst
Lisa Jong, University of Michigan
Emily Kress, Yale University
Sarah Macdonald, University of California, Berkeley
Andrew Phuong, University of California, Berkeley
Marisella Rodriguez, University of California, Davis
Moji Shahvali, Penn State University
Jeff Shi, University of Michigan
Rebekah Silva, The California Institute of Technology
Sarah Silverman, UC Davis
Haley Steele, Georgia Institute of Technology
Angela Zito, University of Wisconsin-Madison

The GPPD SIG is grateful for the time and thoughtful effort of the following individuals who served on the grant selection committee:

Elizabeth Luoma, Yale University
Kimberly Van Orman, SUNY Albany
Adriana Streifer, University of Virginia
Hilary Schudt, Northeastern University
Heather Dwyer, Suffolk University

Finally called the Bright Idea Award, the POD Innovation Award seeks to recognize the original, innovative ideas of new and experienced educational developers that improve teaching and learning, help to enhance the effectiveness of higher education faculty, and contributed to the field
of educational development. From a highly competitive pool of proposals, the selection committee recognizes up to seven finalists who present their innovative ideas in a special poster session during the Resource Fair on Friday. Each finalist is recognized at the banquet and the winner of the award is announced.

Finalist Names COMING SOON

**Hotel Wi-Fi Access**

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

1. Choose *Sheraton Meeting* access point and connect.
2. If prompted by your device to set network location, choose *Public Network*.
3. Open your Internet browser and type *pod2017*, check the *I agree to the terms and Condition* box, and then click on *ACCESS THE INTERNET*.

**Session Materials**

All presenters are encouraged to provide their session materials—slides, handouts, worksheets, etc.—in digital format. Conference participants can search for those materials at [http://podnetwork.org/2017-conference-session-materials](http://podnetwork.org/2017-conference-session-materials).

**Steps to Submit your Materials:**

1. Create a new email to 2017-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 Smith: 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. Send!
7. Verify that your attachment was submitted successfully by searching for presenter or title at [http://podnetwork.org/2017-conference-session-materials](http://podnetwork.org/2017-conference-session-materials).

**POD Network Conference Badges (New this year!)

The POD Network’s Special Interest Group on Teaching with Technology (SIGTwT) is again organizing a badge program this year as a way for attendees to have a meaningful experience with
an emerging technology. We also hope to stimulate discussion about digital badges in educational development. Let a badge be your incentive to dig deeply into ideas you encounter at the conference! More information COMING SOON!

### 2017 Excursions

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

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

**Excursion E1:** True Montreal Culinary Experience: Restaurant Europea  
*Wednesday, October 25*
6:00 PM - 9:00 PM, Gather in Lobby at 6:00 PM and begin walking by 6:15 PM to arrive in time for reservation at 6:30 PM

**Excursion E2:** Beyond the Bagel: Montreal’s Jewish Food Walking Tour  
*Friday, October 27*
12:00 PM – 6:00 PM, Gather in Lobby at 11:45 AM, Bus will depart at 12:00 PM  
RETURN: Bus will pick up at 5:00 PM from Museum of Jewish Montreal

**Excursion E3:** Centaur Theatre-Playing with Fire: The Theo Fleury Story  
*Saturday, October 27*
6:45 PM – 10:30 PM, Gather in Lobby at 6:30 PM, Bus will depart at 6:45 PM  
RETURN: Bus will pick up at 10:15 PM from Centaur Theatre

**Excursion E4:** Les Grands Ballets: Stabat Mater  
*Saturday, October 27*
6:45 PM – 10:30 PM. Gather in Lobby at 6:30 PM, Bus will depart at 6:45 PM  
RETURN: Bus will pick up at 10:00 PM from Ballet Théâtre Maisonneuve, Place des Arts

**Excursion E5:** Gardens of Lights-Botanical Gardens  
*Saturday, October 27*
4:00 PM – 10:00 PM, Gather at 3:45 PM, Bus will depart at 4:00 PM  
RETURN: Bus will pick-up at 9:15 PM from Botanical Gardens

**Excursions on Your Own:**

**Montreal Museum of Fine Arts:** Open daily 10:00 AM - 5:00 PM, Wednesdays open until 9:00 PM  
**McCord Museum: Our People Our Stories:** For current hours see [http://www.musee-mccord.qc.ca/en/#skipContent](http://www.musee-mccord.qc.ca/en/#skipContent)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8:00 AM - 5:00 PM</td>
<td>Salon 1</td>
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</tbody>
</table>
| 1:00 PM - 4:30 PM | Pre-Conference Workshops | **POD SPONSORED**

### W1: Getting Started: Workshop for New Educational Developers, Part 1

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

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

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

### W2: Responding to Challenges and Opportunities: Years 2 Through 8

*Stephanie Rohdieck, The Ohio State University; Kevin Gannon, Grand View University; Francine Glazer, New York Institute of Technology; Kathryn Cunningham, Embry-Riddle Aeronautical University; Esther Jordan, Kennesaw State University*

This session supports early and mid-career educational developers by creating a safe space for consultation, reflection, and relationship building. Prior to the session, participants will identify a specific topic on which to focus, such as: professional identity; determining what “matters” in client interactions and services; or operational concerns. This session offers the opportunity to engage in deep reflection and conversation on these issues with diverse colleagues and experienced facilitators. Participants will leave with an action plan to
use on their home campuses. The process helps professionals build a sense of efficacy and establish relationships with colleagues across the career spectrum.

Topics: POD Professional Development, Administration
Audience: New/recent educational developers (5 years or less), Mid-Career Educational Developers

**Ballroom Foyer**

2:30 – 3:00 Coffee Break

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**Excursion**

**Excursion**  
Restaurant Europa: A True Montreal Culinary Experience  
6:30 PM – 8:30 PM  
Gather in Lobby at 6:00, Depart (walking) by 6:15 to arrive for 6:30pm reservation. 1227 de la montagne, Montréal, QC H3G 1Z2

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**Thursday, October 26**

**Thursday’s Highlights**

8:30 AM – 12:00 PM Pre-Conference Workshops (various locations)
4:30 PM – 5:30 PM Introduction for First-Time Attendees (Ballroom East)
5:00 PM – 6:30 PM Welcome Reception (Ballroom Foyer)
6:30 PM – 8:00 PM Conference Dinner (Ballroom Centre/West)

6:00 AM – 7:00 AM Yoga, Jarry/Joyce
7:00 AM – 7:45 AM Meditation, Salon 7
7:00 AM – 8:00 AM Running/Walking, Depart from Lobby
8:00 AM – 12:00 PM POD Core Committee Meeting, Salon 1
4:00 PM – 4:45 PM Running, Depart from Lobby
9:00 AM – 5:00 PM Vendor Exhibit, Ballroom Foyer

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

Salon A, B, C  
8:30 AM – 12:00 PM W1: Getting Started: Workshop for New Educational Developers, Part 2
POD-SPONSORED

Salon 2
8:30 AM – 12:00 PM

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

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

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

Salon 3
8:30 AM – 12:00 PM

W3: Race Still Matters: Exploring the Global Relevance of Critical and Inclusive Pedagogies
Chayla Haynes Davison, Texas A&M University; Saran Stewart, University of the West Indies; Frank Tuitt, University of Denver

To address the educational inequity that persists across racial and ethnic lines in higher education globally, institutions need faculty who understand how racism contributes not only to the Black/White binary, but also to colorism, xenophobia, citizenship privilege, language bias, religious oppression, and their intersections. This interactive session is designed to help participants: 1) understand how the classroom can be an oppressive space for racially and ethnically diverse students; 2) evaluate the influence that racial consciousness has on their ability to construct identity-affirming learning environments for every student; and 3) learn teaching strategies that disrupt racialized structures in the classroom.

Topics: Diversity, Faculty Professional Development, Teaching & Learning
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Lisa Kurz, Indiana University Bloomington; Shannon M. Sipes, Indiana University Bloomington; Kelly Scholl, Indiana University Bloomington

Annually, some faculty are unable to attend our summer course design institute. Therefore we offered the CDI during the fall semester, with shorter face-to-face sessions spread over two months rather than over one week. To maintain engagement between sessions, we "flipped" the CDI, moving some instruction from the group space to individual learning spaces. In this workshop, participants will apply best practices in both face-to-face and online spaces to revise the agenda of an institute or other event that they would like to offer in a flipped format. Participants will continue collaboration after the workshop via an online community.

Topics: Technology, Programs, Teaching & Learning
Audience: All POD members

W5: Yes, space matters! Understanding and advancing practice in learning spaces
Kem Saichaie, University of California, Davis; D. Christopher Brooks, EDUCAUSE; JD Walker, University of Minnesota - Twin Cities; Paul Baepler, University of Minnesota - Twin Cities

Although active learning classrooms (ALCs) have been a part of the higher education landscape for almost two decades, they are only now emerging as the most strategic advancements in which higher education can invest (Grajek, 2017). As institutions focus deeper on what matters for student success, ALCs have proven themselves to be one of the best investments institutions can make to enhance student learning experiences and increase student learning gains. This session will engage participants in designing sustainable educational development programs grounded in empirical results and prepare faculty to investigate the effects of space on multiple dimensions of student success.

Topics: Faculty Professional Development, Teaching & Learning, Technology, Learning Spaces
Audience: All POD members, Instructional technologists and technology integration specialists, Faculty

Salon 4
8:30 AM – 12:00 PM

Salon 6
8:30 AM – 12:00 PM

W6: Reflective Practice Groups
Gena Merliss, Monroe Community College; Brian Edelbach, Monroe Community College; Renee Dimino, Monroe Community College
Often when faculty meet colleagues in the hall or at the copier, they get the chance to have a quick conversation about something that happened in the classroom. But, they are starved for in-depth productive conversations with colleagues in a supportive environment. In this session, experience what it feels like to be a member of a reflective practice group. Using the Critical Friends model, participants will experience several "protocols" to raise diversity and equity issues, and discuss what work faculty might bring to a group. Participants will have a chance to reflect on a current professional dilemma and receive feedback.

Topics: Teaching & Learning, Faculty Professional Development, Diversity
Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)

W7: A Syllabus for Campus Culture Change
Mojgan Behmand, Dominican University of California; Gigi Gokcek, Dominican University of California

Today’s U.S. small colleges and universities increasingly seek curricular innovation culminating in a redesign and rebranding of the institution through incorporating research and best practices for student success. This process ideally involves the entire campus where the role of the faculty developer evolves from facilitator for individualistic faculty change to agent for campus culture change. The astute faculty developer will treat the campus as an expanded classroom and design backward from broad outcomes. Presenters will share strategies for successful and swift curricular redesign, leading participants through a Campus Culture Change Syllabus with case studies, activities, and assignments.

Topics: Organizational Development, Faculty Professional Development, Administration
Audience: Small colleges and universities, All POD members

W8: Promoting and Supporting Integrative Learning
Hillary Steiner, Kennesaw State University; Janine Graziano, Kingsborough Community College

Integrative learning—connecting ideas and transferring learning to
new and complex situations—is an essential learning outcome for undergraduates (AAC&U, 2007). It is also central to the high-impact practice of student learning communities (LCs), where faculty are challenged to move beyond their disciplinary perspectives to collaborate in creating interdisciplinary learning experiences. Institutions can help faculty design these experiences by providing practical, targeted professional development opportunities. Participants in this interactive workshop will engage in hands-on activities designed to give them the experience of integrative learning collaboration. The workshop facilitators are nationally recognized experts in this area, affiliated with two- and four-year institutions.

Topics: Faculty Professional Development, Teaching & Learning, POD Professional Development, High-Impact Practices

Audience: All POD members

W9: Inclusion By Design: Creating Faculty Development Programs for Inclusive Teaching
Andreas Broscheid, James Madison University; Carl S. Moore, University of the District of Columbia

This highly interactive workshop will provide participants with an opportunity to create faculty development programs that address access, inclusion, and diversity in teaching. It is based on the understanding that inclusive teaching is not an add-on to "regular" teaching but an important element of good teaching that permeates all aspects of course and learning design. Using a rubric on inclusive course design, participants will critically analyze various elements of college-level courses and then use their insights to draft and receive feedback on faculty development programs that share these insights.

Topics: Diversity, Faculty Professional Development, Teaching & Learning

Audience: All POD members

W10: Taking Flight: Opening (or Revitalizing) a New Center for Teaching and Learning
Marina G. Smitherman, Dalton State College; Brian Smentkowski, Queens University of Charlotte; Michele A. Parker, University of North Carolina Wilmington; Michele DiPietro, Kennesaw State University; Laura Cruz, Tennessee Technological University
Whether you are opening a new center or revitalizing your current center, this highly interactive, hands-on workshop will provide an opportunity to work with experienced coaches to develop short- and long-term plans to help your CTL be successful. The workshop begins with activities to help participants identify resources, institutional priorities, challenges, and opportunities. Coaches will then share strategies conducting a needs assessment, building networks, setting the Center's goals and priorities, and cultivating a campus culture that supports excellence in teaching and learning. Working with colleagues and coaches from similar institution types, participants will create action plans to achieve their goals.

**Topics:** Start-up, Programs, Administration

**Audience:** New/recent educational developers (5 years or less), Small colleges and universities, Large colleges and universities

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**W11: Personal Leadership: Identifying & Understanding the Leader in You**

*Esther L. Zirbel, Plymouth State University; Susan Robison, Susan Robison and Associates*

In this experiential workshop about leadership development, we will review different leadership styles and have participants identify and understand their style. We will then present various leadership models with an emphasis on that of Kouzes and Posner. Using the jigsaw group techniques, participants will engage in discussions about how to most effectively lead the way, motivate and challenge their peers and followers, inspire them in a shared vision, and ultimately enable them to act and induce change. The workshop will finish with discussions on how to flourish as faculty developers and how to inspire faculty to manage their leadership challenges.

**Topics:** Faculty Professional Development, POD Professional Development

**Audience:** Seasoned educational developers, New/recent educational developers (5 years or less)

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**W12: Evaluating the Evidence in "Evidence-Based": Leveraging Research in Our Work**

*Chad Hershock, Carnegie Mellon University; Marsha Lovett, Carnegie Mellon University; Megan Sanders, Carnegie Mellon University; Katie Walsh, Carnegie Mellon University*

Draft
One of the core commitments of the POD Network (2013) is evidenced-based practice, and empirical education research is one source of evidence that deeply impacts our work. In this workshop, participants will identify and practice the skills required to critically consume research, share ideas about how to use research findings in practice, and develop a plan for further incorporating the use of research into their center's services and workflow. Our workshop responds to the conference theme by empowering our colleagues, regardless of disciplinary background, to enhance the impact of their educational development work by leveraging empirical education research.

**Drummond East**
8:30 AM – 12:00 PM

Audience: All POD members

**POD-SPONSORED**

**W13: Fostering Deeper Adjunct/Part-Time Faculty Socialization through Transforming Programming**
Ann Coburn-Collins, Saginaw Valley State University; Teresa Focarile, Boise State University; Mandy McGrew, Kennesaw State University; Lori Schroeder, Metropolitan State University; James Stenerson, Pace University

Adjunct faculty make-up more than 50% of the teaching force in American 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 their adjunct faculty into a culture of teaching using workshops, learning communities, etc.

**Ballroom Foyer**
10:00 - 11:00

Audience: All POD members, Chairs/Administrators

**Coffee Break**

**Ballroom East**
12:00 - 1:00PM

**Graduate Student, Professional Student and Postdoctoral Scholar Development (GPPD) Networking Lunch**
## Interactive Sessions 1:30 PM – 2:45 PM

<table>
<thead>
<tr>
<th>Location</th>
<th>Session Title</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>Ballroom East</td>
<td>Deconstruct to Build It Up: A Practical Guide to Workshop Design</td>
<td>Diane Boyd, Auburn University; Patty Payette, University of Louisville; Nicholas Yates, Zayed University</td>
</tr>
<tr>
<td>POD-U Unconference Session</td>
<td>Creating dynamic, interactive, well-designed workshops is one of the signature activities of our work as academic developers. But how do we keep our approaches exciting and engaging for us as well as our colleagues? We can find new inspiration, renewed energy, and more effective design when we reflect on our work with a renewed learner-centered perspective. Participants will use a carousel gallery walk to share strengths, challenges, and proven strategies for workshop design and facilitation using an iterative, interactive unconference approach. Facilitators will collect insights real-time in an easily sharable online form to keep the conversation and inspiration percolating post-conference.</td>
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<tr>
<td>Drummond East</td>
<td>Visualizing the Future of Education</td>
<td>Michael Willis, University of Central Oklahoma</td>
</tr>
<tr>
<td>Drummond West</td>
<td>Being Present: Intentionality and Awareness in Faculty Development</td>
<td>Amber Young-Brice, Marquette University; Shaun Longstreet, Marquette University</td>
</tr>
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Consultations are a vital element in educational development, although limited resources exist for addressing affective elements of one-on-one consultations. Jean Watson, a nursing living legend, developed the Theory of Human Caring/Caring Science based in
part on transpersonal psychology (Clark, 2016). Caring Science offers evidence-based practices for cultivating consultations that go beyond process. Furthermore, Caring Science cultivates space for self-care while creating transpersonal relationships and deep connectedness with our clients. This experiential session offers educational development professionals concrete strategies for implementing fundamental elements of Caring Science and suggestions for further practice.

Audience: All POD Members
Topic: Faculty Professional Development, POD Professional Development, Diversity

Learning Fellows: Inspiring Faculty and Educational Developers while Transforming Classes
Cindy Tobery, Dartmouth College; Erin DeSilva, Dartmouth College; Adrienne Gauthier, Dartmouth College; Kes Schroer, Dartmouth College

Undergraduates can transform their own understanding of teaching and learning while inspiring faculty and educational developers to transform courses. Building from the Learning Assistant Alliance model, educational developers at Dartmouth created a Learning Fellows program with faculty across our institution. Learning Fellows help professors facilitate small group activities in class and attend weekly teaching huddles with the instructor and an educational developer. This session will both examine how Learning Fellows bring new meaning to the work and collaboration of faculty and educational developers and explore how participants can customize such a program for their campuses.

Audience: Programs, Teaching & Learning, Start-up
Topic: Faculty (conference attendees who are faculty and also part-time developers), All POD members

Selling the Message - The Role of the Strategic Plan
Rosemary Tyrrell, University of California at Riverside School of Medicine

How do you build a new faculty development program? How do you communicate your vision or solicit support from organizational leadership? An outstanding tool for building a program is the strategic plan. A strategic plan is a blueprint to challenging assumptions and promoting change within existing structures. This interactive workshop identifies the steps to creating an effective and dynamic strategic plan; describes ways to use the strategic plan to
Mussett
1:30 PM – 2:45 PM

**Supporting SoTL at Your Institution: Developing an Umbrella IRB**
*Jae-Eun Russell, University of Iowa; Joshua Eyler, Rice University; Malinda Matney, University of Michigan*

The scholarship of teaching and learning (SoTL) has become an increasingly valuable resource for instructors seeking to improve their teaching based on evidence of student learning. In order to support SoTL, three universities offer a SoTL umbrella IRB. The SoTL umbrella gives faculty in any discipline an efficient IRB process and broad latitude in research design options. Session participants will learn the process of developing a SoTL umbrella protocol, including the core components and required documents and specific strategies of how to utilize a SoTL umbrella to support faculty members.

**Audience:** Administrators, All POD members
**Topic:** SoTL, Faculty Professional Development, Organizational Development

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Salon 1
1:30 PM – 2:45 PM

**Beyond Inclusion: Critical Approaches to Intercultural Competence in the Classroom**
*Mathew Goode, Boston College; Stacy Grooters, Boston College*

This session questions whether the goal of "inclusion" in the classroom is adequate to address the challenges posed by the current political climate. It marries two schools of thought – intercultural competence and anti-oppressive pedagogies - in order to imagine a pedagogical framework that attends both to the interpersonal dynamics and structural inequalities that hinder our efforts to create equitable learning environments for our students. Participants will leave with a better understanding of both schools of thought as well as with concrete strategies for supporting faculty in implementing them.

**Audience:** All POD members, Faculty (conference attendees who

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build institutional support for faculty development programs; and outlines methods to use the strategic plan to communicate with outside stakeholders.

**Audience:** New/recent educational developers (5 years or less), Administrators
**Topic:** Start-up, Administration, POD Professional Development
Supporting Inclusive Teaching in Immersive Learning Environments
Tazin Daniels, University of Michigan; Stephanie Kusano, University of Michigan

Teaching centers are increasingly playing key roles in supporting faculty around issues of diversity, equity, and inclusion in their classrooms. We examine this trend alongside efforts towards global and engaged learning in higher education by focusing on the context of study abroad programs. Students and instructors note that the immersive nature of these experiences can make challenges around identity feel particularly salient. We will discuss these challenges and provide an example of how a standard inclusive teaching workshop can be modified to address the study abroad context and similar immersive programs on and off campus.

Audience: All POD members
Topic: Diversity, Faculty Professional Development, Programs

Career Moves: Preparing Yourself for Work That Matters
Daniel Mann, University of California, Irvine; Hugh Crumley, Duke University; Molly Hatcher, University of Texas at Austin; Christine Rener, Grand Valley State University; Angela Linse, Pennsylvania State University

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 conversation 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.

Audience: All POD members
Topic: POD Professional Development, Preparing and Applying for
**Leveraging Technologies to Extend and Enrich Communities of Practice**  
*Elizabeth Holcombe, University of Southern California; Anne Kelsch, University of North Dakota*

Participants will learn about strategies for building communities of faculty learners across institutional boundaries. Informed by lessons from the AAC&U Faculty Collaboratives project, this session will provide examples of innovative ways technology can be used to build connections with existing networks and create an expanded learning community within and across states. Session presenters were involved with the project as researchers, analyzing qualitative and social media analytics data, and will share major takeaways from state level projects. The session will provide concrete strategies for implementing technologies that supplement in-person relationship building, allowing us to enrich and increase our impact.

**Strategic Partnerships with Administration: Leading Organizational Change at Your Institution**  
*Micah Logan, Texas Tech University; Suzanne Tapp, Texas Tech University; Debra Lohe, Saint Louis University; Francine Glazer, New York Institute of Technology; Matthew Ouellett, Cornell University*

How can CTLs continue to redefine our relationships and identity campus-wide as we situate ourselves to take on greater roles in systemic institutional change? We will explore this question through analysis and discussion of case studies and through multiple institutional contexts. Together we will model the strategic, facilitative work CTL members can bring to campus-wide educational initiatives. Participants will develop conceptual and strategic frameworks within the context of their own CTLs and create action plans designed to initiate and/or strengthen such partnerships at their own institutions.

**Audience:** Administrators, Seasoned educational developers  
**Topic:** Organizational Development, Administration
Describing What Matters: From Historical Narrative to Institutional Legacy

_Jana Hunzicker, Bradley University_

An institutional legacy can be understood as knowledge, values, and shared experiences transmitted by or received from a college or university for the benefit of all who have taught, served, researched, and/or learned there. Modeled after a year-long, collaborative writing project carried out by Bradley University to chronicle two decades of an ongoing professional development school (PDS) partnership, this interactive workshop will show participants how to collaboratively plan, write, and informally publish a historical narrative of organizational and/or community service that honors contributors, raises community awareness, provides a model for others, attracts funding, and leaves an institutional legacy.

Audience: Administrators, All POD members
Topic: Organizational Development, Teaching & Learning, Programs, Organizational and community Service

Teaching in a time of globalization: Language challenges and opportunities

_Carolyn Samuel, McGill University_

Teaching at a university with linguistically diverse faculty and student populations can present oral communication challenges. To gain insight into these challenges and learn strategies to address them, participants will take part in a workshop previously used for data collection in a study that addressed Teachers' Sense of Efficacy among university instructors teaching in their second or other language. The purpose was to investigate the effectiveness of this workshop as a form of social persuasion for bolstering self-efficacy (Bandura, 1997). Participants will take away an example of a faculty development workshop they may wish to implement at their own institutions.

Audience: Faculty (conference attendees who are faculty and also part-time developers), Seasoned educational developers, Faculty who teach in their second or other language
Topic: Faculty Professional Development, Teaching & Learning, Research

Inspiring and engaging Full-time Non-Tenure Track Faculty
Kathryn Cunningham, Embry-Riddle Aeronautical University; Laurel Willingham-McLain, Duquesne University

Full-time non-tenure track faculty comprise the majority of full-time instructional faculty in the US. A recent phenomenological study reveals the unique needs, professional desires, and workplace experiences of this population. Building on both quantitative and qualitative research, small groups of participants will analyze case studies to identify the professional needs and desires specific to FTNTT faculty. They will then brainstorm low cost ways to address these issues and create a feasible plan to adopt at their institution.

Audience: Administrators, Large colleges and universities
Topic: Administration, Faculty Professional Development, Research

Making Connections and Developing Skills through Intercultural Communication Programming
Pauline Carpenter, Harvard University Derek Bok Center for Teaching and Learning; Pamela Pollock, Harvard University Derek Bok Center for Teaching and Learning

University classrooms are increasingly global and culturally diverse, yet there are few professional development opportunities targeting the intercultural competence required to teach effectively in this context. This session describes one teaching and learning center’s development of intercultural communication programming, including creation, collaboration, and implementation. These offerings connected international graduate students and scholars with members of the broader academic community to explore teaching and learning across cultures and to practice effective intercultural communication strategies. Presenters will showcase notably transformative activities, and session participants will brainstorm and discuss why and how intercultural competence training is/might be incorporated into their own programming.

Audience: Graduate students, post-docs, or those supporting this population, All POD members
Topic: Graduate Student Professional Development, Programs, Start-up

Roundtable Sessions 1:30 PM – 2:45 PM

Strategies for Creating a Curricular System of Embedded
**Assessment**

*Beth Martin, UW-Madison; Michael Pitterle, University of Wisconsin-Madison University*

As universities are accountable for measures of student success, programs are seeking ways to enhance learning analytics for systematically evaluating myriad results gathered from assessment activities mapped to learning outcomes. This session will describe the strategies used to develop the Outcome Tracker, a system of embedded assessments designed to: 1) promote evidence-based curricular improvement, faculty engagement, and student self-awareness and professional development; 2) map required course assessments to program-level educational outcomes; and 3) create an early detection system for student performance issues. The system is adaptable since it was created using PHP code and MySQL database, available via open source.

Audiences: Faculty (conference attendees who are faculty and also part-time developers), All POD members, Anyone with Assessment Responsibilities

Topics: Assessment, Teaching & Learning, Research

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**Supporting diverse graduate student instructors in our contemporary classroom climate**

*Rachel Boveja, Indiana University; Katherine Kearns, Indiana University; Leslie Drane, Indiana University Bloomington*

Graduate student instructors are at the front line of fostering student engagement. Recent challenges in the contemporary climate have prompted undergraduate students speak up about controversial topics in the classroom. Graduate student instructors are then challenged with sticking to the classroom topics, managing all voices, and ensuring all students feel welcomed and can contribute. In this roundtable, participants will map current classroom challenges resulting from the current political and cultural climate. Participants will share strategies for manifesting their visions for classroom community and create action plans for sharing these strategies within their centers and with broader networks.

Audiences: Graduate students, post-docs, or those supporting this population, All POD member

Topics: Graduate Student Professional Development, Teaching & Learning, Diversity
Redesigning Departmental Curricula at a Large Public Research University
Josh Walker, The University of Texas at Austin; Anne Braseby, The University of Texas at Austin; Hillary Hart, The University of Texas at Austin; Matt Russell

Students, parents, and employers are beginning to question what a college degree ultimately means. Historically, a diploma signaled that the student had mastered basic content within a traditional discipline. Today more than ever, however, higher education institutions must foster the development of robust interdisciplinary concepts, competencies, and characteristics among a diverse student body to engage a rapidly changing, globally connected world. In light of these issues, our Center is leading a campus wide initiative to redesign departmental curricula. This session will explore the foundational work, planning process, discovery phase insights, and examples of work to date.

Audiences: All POD members, Large colleges and universities
Topics: Programs, Organizational Development, Assessment, curriculum design; start-up

Shaping What Matters: Humanities Inflections in Teaching and Learning Centers
Mark Phillipson, Columbia University; Sarah Schwarz, Princeton University; Catherine Turner, University of Pennsylvania

How the humanities shape priorities in teaching centers is both clear and not clear. As the humanities face a crisis where the value and relevance of humanist disciplines are questioned throughout society, how are skills and habits of mind that have long mattered to the humanities -- reflection, interpretation, exploration of lived experience, engagement with ambiguity -- applied within teaching and learning centers and the scholarship underpinning our work? This roundtable will be an opportunity for colleagues of all disciplinary backgrounds to gather, discuss, and reflect critically on the fit of humanistic practices within the field of educational development.

Audiences: All POD members
Topics: Faculty Professional Development, Graduate Student Professional Development, POD Professional Development
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<th>Time</th>
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<th>Title</th>
<th>Speaker(s)</th>
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<tr>
<td>1:30 PM – 2:05 PM</td>
<td>Drummond Centre</td>
<td>A study on evaluation practices of teaching and learning centres</td>
<td>Klodiana Kolomitro, Queen's University; Lauren Anstey, University of Western Ontario</td>
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<td>Educational developers are challenged with complex and fast-paced changes in teaching and learning while being called upon to articulate the value and impact of educational development. This study investigated approaches that Canadian teaching and learning centres take to evaluate their core services, programming, and resources. For this purpose, feedback was solicited from 46 teaching and learning centres through a comprehensive survey and artifact analysis. Based on these findings, we offer some considerations as we think deeper about the intentional design and collection of evaluation data and its implications for practice.</td>
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<td>2:10 PM – 2:45 PM</td>
<td>Drummond Centre</td>
<td>Knowing What We Know: Self-Assessment, Self-Efficacy, and Instructional Practice</td>
<td>Lauren Herckis, Carnegie Mellon University</td>
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<td>Student evaluation of teaching remains the primary measure of teaching effectiveness despite concerns about validity and reliability. Self-assessment is gaining popularity as an alternative, but excellent instructors may be critical of their own performance, while sub-par instructors may rate themselves highly. This presentation will provide an opportunity to discuss research, funded by a 2017 POD Network Early Researcher Grant, which explores relationships between self-assessment, performance on a teaching skills inventory, and formative experiences in teaching practice through a mixed-methods approach employing both quantitative (self-assessment of teaching effectiveness) and qualitative (semi-structured interviews focusing on teaching skills and formative instructional experiences) measures.</td>
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<td>Audience: Administrators, Large colleges and universities</td>
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<td>1:30 PM – 2:05 PM</td>
<td>Salon 5</td>
<td><strong>Defining the Needs of Adjunct Faculty: Understanding Paths for Development</strong></td>
<td><em>Anna Conway, Des Moines Area Community College; Anna Conway, Des Moines Area Community College; Debbie Lord, Central Piedmont Community College; Jonathan Hunt, University of San Francisco</em></td>
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<td>Faculty developers face a range of challenges in building community, supporting a sense of common purpose and mission, and providing tailored professional development for adjunct faculty. Foremost among these challenges is the fact that adjunct faculty members have diverse experiences, goals, and levels of commitment to development. This panel will share the results of research conducted on three college campuses, identifying multiple categories of adjunct faculty and presenting models for tailored development programs at both community colleges and universities. Additionally, this session will share educational development experiences implementing and managing research-based programs for adjunct faculty.</td>
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<td>2:10 PM – 2:45 PM</td>
<td>Salon 5</td>
<td><strong>Enhancing Our Understanding of Institutional Teaching Culture</strong></td>
<td><em>Peter Wolf, Queen's University; Donna Ellis, University of Waterloo; Erika Kustra, University of Windsor</em></td>
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<td>What comprises an institution's teaching culture? A team of nine Canadian teaching centre leaders have been exploring this question, seeking to understand the key indicators of a culture that values teaching. The team has developed and is validating three Teaching Culture Perception Surveys - for instructors, students, and staff - based on a framework of institutional indicators that support quality teaching (Hénard &amp; Roseveare, 2012). To date, the surveys have been tested at five partner universities. Selected findings will be shared at this session as well as early attempts to develop a visualization and reporting function for self-directed institutional use.</td>
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*Audience: All POD members*  
*Topic: Adjunct Professional Development, Teaching & Learning, Faculty Professional Development*  

*Audience: All POD members, Administrators*  
*Topic: Organizational Development, SoTL, Assessment*
Interactive Sessions 3:00 – 4:15

**Ballroom East**
3:00 PM – 4:15 PM

**Measuring the Impacts and Outcomes of Faculty Development: A National Benchmarking Effort**

*Mary Sorcinelli, University of Massachusetts Amherst; Catherine Haras, California State University, Los Angeles; Linda von Hoene, University of California, Berkeley; Steven Taylor, American Council on Education (ACE)*

This session focuses on a national, faculty development-driven process to identify methods for benchmarking quality, scalable faculty development that supports learner-centered teaching. Session leaders draw from their experiences in teaching centers at research and comprehensive universities, liberal arts colleges, and the American Council of Education. They discuss their use of a recent large-group convening led by ACE, small group analysis, and state-of-the-art research to identify and align the assessments of faculty and TA development with instructional change and student learning. Session attendees have an opportunity to distinguish and discuss quality assessment measures that will best serve their programmatic needs.

**Audiences:** All POD members

**Topics:** POD Professional Development, Assessment, Organizational Development

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**Drummond East**
3:00 PM – 4:15 PM

**The Evidence: Pairing Research and Practice to Drive Student Success (Part I)**

*Catherine Haras, Senior Director, Center for Effective Teaching and Learning, California State University, Los Angeles; Beverly Bondad-Brown, Director of Academic Technology, Center for Effective Teaching and Learning, California State University, Los Angeles; Deborah Hecht, Interim Director, Center for Advanced Study in Education, The Graduate Center of the City University of New York; Meghan Snow, Director, Programs and Evaluation, ACUE*

Connecting the dots between faculty development, faculty learning, and student outcomes has long been a challenge for postsecondary institutions. How do we know that our investment in faculty preparation results in increased student engagement and learning? In the first session of this two-part series, you will learn how California State University, Los Angeles, with support from the
Center for Advanced Study in Education at CUNY, studied learning and changes in instructional practice of faculty participating in a faculty development program that included the use of ACUE’s Course in Effective Teaching Practices. Presenters will share findings demonstrating how this practice-centered approach to faculty development yielded unanticipated results about faculty as learners and how it may ultimately impact student outcomes.

**SALTISE: Inter-Institutional Collaborations Transforming Design and Implementation of Pedagogical Changes**

*Elizabeth Charles, Dawson College; Maria Orjuela-Laverde, McGill University; Robert Cassidy, Concordia University; Rhys Adams, Vanier College; John Bentley, Concordia University; Kevin Lenton, Vanier College; Chris Whittaker, Dawson College*

The purpose of this session is to share with POD members the experience of SALTISE (Supporting Active Learning & Technological Innovation in Studies of Education), an inter-institutional professional learning community that brings together instructors and professional development staff from English and French educational institutions across greater Montreal, and regions of Quebec. SALTISE is founded on the shared ideals that pedagogical change should grow out of research-practice partnerships that involve principled efforts to design and implement evidence-based instruction; and, leverage educational technologies. Discussion will focus on lessons learned and emergent principles, which characterize this successful five year initiative.

Audiences: All POD members
Topics: POD Professional Development, Faculty Professional Development, SoTL

**Beyond The Finish Line: Making STEM Course Goals Matter**

*Matthew Osment, University of North Carolina at Chapel Hill; Molly Sutphen, University of North Carolina at Chapel Hill; Abigail Panter, University of North Carolina at Chapel Hill; Cynthia Demetriou, University of North Carolina*

This interactive discussion will lead participants through an abbreviated version of how we help faculty redesign their courses to improve retention rates of First Generation College Students (FGCS) in STEM courses or majors. We introduce participants to exercises
for setting course goals for students’ active and lifelong learning. To accommodate new approaches, including problem-based, experiential learning, or group work, faculty had to make tough course decisions about what material to change, add, or drop. We measured the impact of the course redesigns on students, as well as the impact on faculty of the experience of reflecting on the course redesigns.

Audiences: Faculty (conference attendees who are faculty and also part-time developers)
Topics: Diversity, STEM, POD Professional Development

Making It Count: Designing Workshops to Maximize Transfer to Classroom Instruction
Enoch Hale, Virginia Commonwealth University

Designing engaging faculty development workshops is challenging. This is particularly true if a goal is to facilitate transfer of evidence-based teaching and learning methods from the workshop to the classroom. Part of the challenge rests in workshop design; limited time, conflicting agendas, and implied power relationships. Another challenge involves the implementation of methods that prompt the meta-cognition necessary to substantively and strategically transfer a workshop activity to the classroom context. This 75 minute interactive session will walk participants through a series of multi-modal, evidence-based teaching practices and present ways to encourage faculty to directly transfer their insights to their classrooms.

Audiences: New/recent educational developers (5 years or less), Seasoned educational developers
Topics: Teaching & Learning, Faculty Professional Development, Programs

High-Impact Faculty Development Practices: An Emerging Framework for Demonstrating Impact
Shawnalee Whitney, University of Alaska Anchorage; Libby Roderick, University of Alaska Anchorage

Most faculty developers are familiar with Kuh’s 11 evidence-based High-Impact Practices (HIPs), shown to be beneficial for diverse college students, especially those who are historically underserved.
Research indicates these educational practices increase rates of student retention and learning. But to what extent are these strategies also High-Impact Practices for faculty development? How can we adapt and use this framework to recognize and share the impact of our work at faculty development centers within our institutions? This session will explore the effectiveness of using HIPs as a framework for demonstrating that impact in a faculty development context.

Audiences: All POD members, Seasoned educational developers
Topics: Programs, Faculty Professional Development, Assessment

Salon 1
3:00 PM – 4:15 PM

Microresistance and Ally Development: Powerful Antidotes to Microaggressions
Cynthia Ganote, Saint Mary’s College of California; Tasha Souza, Boise State University; Floyd Cheung, Smith College

Microaggressions, or "brief and commonplace daily verbal, behavioral, or environmental indignities...that communicate hostile, derogatory, or negative slights and insults" (Sue et. al, 2007), manifest themselves in our work as educational developers, academic administrators, and faculty members. Because microaggressions affect our ability to provide inclusive environments in our offices and classrooms, to work effectively in teams, and to offer the most vibrant educational experiences possible for our students, we offer an antidote called microresistance (Irey, 2013), which is a positive tool that helps us to move our institutions toward greater inclusion.

Audiences: Faculty (conference attendees who are faculty and also part-time developers), Administrators, Historically Black Colleges and Universities (HBCUs), All POD members
Topics: Diversity, Faculty Professional Development, POD Professional Development

Salon 2
3:00 PM – 4:15 PM

Preparing Faculty Developers to Offer Faculty Development Online
Laurie Poklop, Northeastern University; Gail Matthews-DeNatale, Northeastern University

To increase outreach to faculty, our Center began to explore offering some of our programming in online modalities. The prospect of
engaging with faculty in unfamiliar ways raised both interest and concerns. In this interactive session, two faculty developers will model and describe professional development activities they used to help their colleagues develop both skills and confidence to engage in online programming. Participants will have the opportunity to articulate assumptions about faculty development in virtual environments; practice an evidence-based approach to the design of professional development; and examine an example of PD that responds to participants' prior knowledge and attitudes.

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

Getting Started or Going Further in the Scholarship of Educational Development
Gary Hawkins, Warren Wilson College; Brian Smentkowski, Queens University of Charlotte; Katie Linder, Oregon State University; Deandra Little, Elon University; David Green, Seattle University

Are you interested in publishing about your work in educational development? Join current and past editors from leading journals in the field who will engage participants with an overview of the major perspectives, questions, and approaches that characterize the scholarship of educational development, emphasizing diverse scholarship and inclusive excellence. We welcome researchers and authors at all stages, but especially those who are new to investigating educational development. We will lead participants through steps to generate and refine ideas, stimulate avenues of inquiry, and commence a scholarly agenda in the field. Participants will leave with the start of a scholarly agenda.

Audiences: All POD members
Topics: POD Professional Development, SoTL, Research

Microlearning and Interactive Scenarios Hone Online Teaching Skills Toward Mastery
Karen Skibba, University of Wisconsin-Madison

Learn how to use interactive scenarios and personal reflection to build skill mastery. Distance Education Professional Development at our institution has developed seven successful mini-courses
targeted for online instructors, instructional designers, and administration. These courses, ranging from two to four weeks, emphasize skill development and demonstration of mastery through completion of interactive case scenarios and individual projects. Learners become active participants inside the case scenario narrative enabling practice, feedback and personal reflection, essential for developing professional expertise. The courses also incorporate expert coaching and personalized feedback. Session participants will choose a micro-topic and plan an interactive case scenario.

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

**Educational Developers: Knowing Ourselves so we can Enhance Our Impact**  
*Laurie Grupp, Providence College; Deandra Little, Elon University*

As educational developers are called upon to serve as agents of change across various campus contexts, we need to recognize the skills, characteristics, and dispositions that we bring to our work, as well as those that we can (or perhaps should) develop. We'll consider current research and a study of educational developers as we take stock of the characteristics that enable us to manage or lead change - horizontal and vertical - whether one-on-one or working with groups or committees. Participants will consider short cases to illustrate the skills we draw upon in order to collaborate, effect change, and position ourselves.

Audiences: Seasoned educational developers, New/recent educational developers (5 years or less)  
Topics: Organizational Development, POD Professional Development, Research

**Converging and Diverging Trends and Their Impact on Educational Development**  
*Stephanie Chu, Kwantlen Polytechnic University; Mary Wilson, Niagara College; Natasha Kenny, University of Calgary; Celia Popovic, York University; Suzanne Le-May Sheffield, Dalhousie University*
Participants will deepen their understanding of changes in the roles of educational developers, and the evolutions of the mandate and work of teaching centres over the past decade. In conversation with centre directors and colleagues, participants will be able to assess their own experiences of converging and diverging trends, and consider how to respond to change forces influencing their work, and the field of educational development related to themes such as: - our permeability to global influences - expanding research and scholarly agendas for teaching centres - becoming facilitators and agents of strategic change - supporting our growth and wellbeing - grappling with identity.

Audiences: All POD members, International POD Network participants

Topics: Organizational Development, Start-up, POD Professional Development

Writing Across Contexts: Current Research and Implications for Educational Development

Jessie Moore, Elon University; Kara Taczak, University of Denver; Gwen Gorzelsky, Colorado State University; Rebecca Frost Davis, St. Edward's University

Modern education is founded on the assumption that what students learn in specific course contexts will transfer to future courses and to students' work beyond the university. Drawing primarily on a multi-year multi-institutional research project that tested that assumption, this session offers four snapshots of current research on teaching for transfer of writing knowledge and practices to prepare students for writing in contexts across the university and beyond. Interspersed with these brief highlights of research, the presenters facilitate activities to help session participants explore implications for faculty development and curriculum design at their campuses.

Audiences: All POD members

Topics: Research, Faculty Professional Development, Teaching & Learning

Ensuring and Assessing What Matters: Learning in Discussion

Jennifer Herman, Simmons College; Linda Nilson, Clemson University
Discussion is a frequently used and praised pedagogical method, but not always an effective one. We often focus on ensuring higher student engagement in discussion, but engagement alone does not guarantee learning. Discussions may fail for not advancing the course content. This session focuses on ensuring what matters by designing discussion to advance course learning objectives as part of the course design process and designing assessment to assure that discussion has been effective. Participants will review relevant research, share experiences, and design discussions and assessments that are explicitly tied to learning objectives and the course design.

Salon C
3:00 PM – 4:15 PM
Audiences: All POD members
Topics: Teaching & Learning, Assessment, Faculty Professional Development

Writing a Successful POD Network Grant Proposal
Dennis Munk, Carthage College; Lindsay Bernhagen, University of Wisconsin-Stevens Point

The POD Network funds research grants through an application process administered by its Grants Committee. Proposals may be submitted for traditional research grants, or for the early researcher award for those initiating their first research in educational development. This session will present tips and strategies for developing a successful proposal, with special attention to methods for assessing outcomes and impact. Examples from previously funded projects will be provided.

Audiences: All POD members, New/recent educational developers (5 years or less)
Topics: Research, POD Professional Development, SoTL

Roundtable Sessions 3:00 PM – 4:15 PM

Hemon
3:00 PM – 4:15 PM
"Strong Interest and Limited Rigor": Making Assessment Data Matter
Trey Conatser, University of Kentucky

Research emphasizes that attendance and self-reported feedback do not provide a strong basis for decisions about how teaching centers can foster a culture of teaching excellence. Yet, research
also notes that many teaching centers lack resources and expertise to conduct the kind of assessment that matters, leaving them with what one critic describes as "strong interest and limited rigor." How, then, can this information have more of an impact? Taking the efforts of a mid-sized teaching center as a jumping-off point, this roundtable will consider strategies for making the most of low-threshold data: how rigor, however limited, can still matter.

Audiences: All POD members, Small colleges and universities, Assessment and evaluation staff
Topic: Assessment, Administration, Start-up

Jarry
3:00 PM – 4:15 PM

TAs in Active Learning Spaces: The Other Students in Class
Jennifer Moss, Purdue University; Daniel Guberman, Purdue University; Karen Neubauer, Purdue University

When assisting faculty who are transforming courses from passive to active to improve student learning it can be easy to overlook the other students in the classroom: teaching assistants. These graduate students may transition from anonymously grading papers or holding weekly review sessions to becoming a part of the active learning environment. This roundtable discussion will explore how best to counsel faculty in engaging, and making the best use of their teaching assistants, mindful of the complex power hierarchies between undergraduate students, teaching assistants, and professors in active learning spaces, with the end goal of facilitating learning for all.

Audiences: All POD members
Topic: Faculty Professional Development, Graduate Student Professional Development, Teaching & Learning

Joyce
3:00 PM – 4:15 PM

Strategizing Solutions to Challenges We Face as Assistant Directors
Jennifer Weaver, Caltech; Sara Kacin, Wayne State University

Last year’s POD roundtable yielded a group of assistant directors (and those with equivalent positions at CTLs) eager to build a community in which we discuss and share our challenges (and possible solutions). This community generated a list of issues and challenges that we collectively face. We will focus small-group discussions on sharing solutions to our top four challenges: 1) time management 2) communication with directors; 3) program growth;
and 4) leadership responsibilities. In addition to growing and mobilizing our community and building a peer network, participants will leave with a compendium of strategies to deal with their biggest challenges.

Audiences: New/recent educational developers (5 years or less), Administrators
POD Professional Development, Administration, Organizational Development

Salon 7
3:00 PM – 4:15 PM

Course Design: What Matters? Preparing To Design Online Courses
Jessica Mansbach, Northwestern University

As the number of online classes increases, properly preparing instructors to design online courses is particularly important. While some universities offer face-to-face workshops about online teaching, sometimes the workshop content does not address course design or is inaccessible to instructors at a distance from campus. Northwestern University's School of Professional Studies' online Course Design Workshop integrates nationally recognized standards of quality into its structure and receives positive feedback from instructors. Participants will share promising practices for online course design workshops that are grounded in theory and brainstorm ideas about what kinds of content and structure to build into these workshops.

Audiences: Instructional technologists and technology integration specialists, Administrators
Topic: Adjunct Professional Development, Faculty Professional Development, Teaching & Learning

Research Sessions 3:00 PM – 4:15 PM
3:00 PM – 3:35 PM

35-Minute Research Session A

Engineering Faculty's Perceptions of Early Career Professional Development

James Cawthorne, Georgia Institute of Technology

This exploratory, qualitative research study explores the influencers and perceptions of engineering faculty about professional development at a large Midwestern institution. In the session, we will explore faculty's view of their role and the role of the institution in their professional development experiences. We will also discuss an approach to meeting engineering faculty's professional development expectations, grounded in participant's comments. These research findings will assist faculty developers in refining their thinking about designing professional development for STEM faculty.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: STEM, Research, Faculty Professional Development, Continuing Professional Learning (CPL)

3:40 PM – 4:15 PM

35-Minute Research Session B

"All-In" Matters: Pedagogical Transformation in a STEM Department

Anne Kelsch, University of North Dakota; Joan Hawthorne, University of North Dakota

Adoption of active pedagogies often occurs individually. Although this is useful, it can be problematic: student evaluations may drop, students may avoid that instructor, departmental tensions can erupt. We present findings from a study conducted after a Biology department agreed to go "all-in" on active learning across their core curriculum using an 180-seat classroom designed for technology-facilitated group learning. Researchers interviewed faculty participants about impacts on learning, teaching, and the department. We also conducted focus groups with graduating seniors. Discussion in the session will invite participants to consider the value and feasibility of a departmental approach to pedagogical transformation.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Faculty Professional Development, STEM, Teaching & Learning, departmental/institutional change
AIDE Roadmap: Comprehensive Assessment for Inclusive Excellence in Education Abroad

Pamela Roy, Diversity Abroad; Eduardo Contreras Jr., University of Portland; Jessica Francis, Wake Forest University

Education abroad is a documented high-impact practice for university students. How can Education Abroad Offices partner with Centers for Teaching Excellence to co-create faculty-led programs that move beyond the tacit commitment to diversity and inclusion that both welcomes students from diverse and underrepresented backgrounds, and also effectively supports their successful participation and transformational learning abroad? This research session will present findings from universities that have completed the Access, Inclusion, and Diversity (AIDE) Roadmap, a new comprehensive tool for assessing the climate of diversity and inclusion in education abroad. Strategies for cross-unit collaboration to enhance inclusive excellence will be discussed.

Audiences: All POD members
Topics: Diversity, Assessment, Organizational Development

"What" vs. "How": Examining Course Features that Promote Student Learning

Emily Bonem, Purdue University; Heather Fedesco, Colorado College; Angelika Zissimopoulos, University of Chicago

Higher education has seen a shift in faculty development toward promoting student-centered learning. There has also been a push for identifying the "best" teaching models and an insistence that instructors use these models, despite mixed results regarding their effectiveness. In a large-scale, comprehensive survey resulting in over 14,000 responses from students enrolled in courses constituting various disciplines, course levels, and instructors, we examined three course features: contact hours, active learning, and learning climate. In this research session, we will present our findings on how these three features affect student perceptions of the course environment, student motivation and academic performance.

Audiences: All POD members
Topics: Research, Teaching & Learning, Assessment
### Ballroom East
**Introduction to POD for First-Time Attendees**

4:30 PM – 5:30 PM

Highly recommended for first-time attendees of the POD Conference, this session is an opportunity to learn a bit more about POD as an organization, its current priorities and goals, and how to become more involved in areas related to your interests. You’ll also meet other first-time POD conferees. All participants are welcome!

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

5:00 PM – 6:30 PM

### Ballroom Centre/West
**Conference Dinner: Welcome and President’s Address**

6:30 PM – 8:00 PM

Mary Wright, POD Network President

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**Friday, October 27**

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### Friday’s Highlights

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 AM – 8:45 AM</td>
<td>Birds of a Feather Meetings (various locations)</td>
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<tr>
<td>9:00 AM – 10:15 AM</td>
<td>Career Fair (Ballroom East)</td>
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<tr>
<td>10:30 AM – 12:00 PM</td>
<td>Plenary Session with Randy Bass (Ballroom Centre/West)</td>
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<tr>
<td>3:45 PM – 5:00 PM</td>
<td>Poster Sessions (Ballroom East)</td>
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<td>5:15 PM – 6:45 PM</td>
<td>Resource Fair (Ballroom East)</td>
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<tr>
<td>7:00 PM – 8:30 PM</td>
<td>Awards Banquet (Ballroom Center/West)</td>
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<th>Time</th>
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<tr>
<td>6:00 AM – 7:00 AM</td>
<td>Yoga, Jarry/Joyce</td>
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<td>7:00 AM – 7:30 AM</td>
<td>Running/Walking, Lobby</td>
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<tr>
<td>7:00 AM – 7:45 AM</td>
<td>Meditation, Salon 7</td>
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<tr>
<td>7:00 AM – 8:45 AM</td>
<td>Conference Breakfast, Ballroom Center/West</td>
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<tr>
<td>7:30 AM – 8:45 AM</td>
<td>Birds of a Feather</td>
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<tr>
<td>7:30 AM – 10:30 AM</td>
<td>Vendor Exhibits, Ballroom Foyer</td>
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<tr>
<td>9:00 AM – 10:15 AM</td>
<td>Career Fair, Ballroom East</td>
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Birds of a Feather Sessions (BOFs), 7:30 AM – 8:45 AM

7:30 AM – 8:45 AM

Birds of a Feather (BoFs) sessions are informal conversations designed to foster relationships between experienced faculty developers and colleagues new to the field, and are intended to promote more meaningful interaction and deeper relationships than can sometimes occur during regular conference sessions. Each “Birds of a Feather” session is facilitated by an experienced faculty developer with expertise in the particular topic.

Drummond Centre 7:30 AM – 8:45 AM

Promoting Student (and Faculty) Engagement in Active Learning
Facilitators: Todd Zakrajsk, University of North Carolina at Chapel ; Billie Franchini, University at Albany – SUNY

Research consistently shows that including active learning strategies leads to greater learning for students. Unfortunately, as with all change in higher education, both faculty and students frequently resist the move from primarily or wholly lecture formats to classrooms where students more actively participate in the learning process. This discussion provides an opportunity to network and share good practices and insights on issues related to the implementation of active/engaged learning, including rational, theory, strategies, and issues of student and faculty resistance.

Hemon 7:30 AM – 8:45 AM

Scholarship of Teaching & Learning
Facilitators: Katie Linder, Oregon State University; Emily Gravett, James Madison

This BoF session will provide you with the opportunity to discuss ways to conduct, make public, and support research on teaching and learning at course, program, and institutional levels.

Kafka 7:30 AM – 8:45 AM

Contemplative Practices
Facilitators: Carl S. Moore, University of the District of Columbia; Michael Sweet, Northeastern University

In this session we will engage in a few contemplative practices (meditation, body scans, etc.) and have a dialogue about how such practices can be used in Educational Development work. Come join us if you are interested in sharing and/or learning about how
contemplative practices can be leveraged to benefit educational developers, teachers, students and staff.

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<thead>
<tr>
<th>Location</th>
<th>Topic</th>
<th>Facilitators</th>
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<tr>
<td>Lamartine</td>
<td>Graduate Student Professional Development</td>
<td>Preston Cumming, University of Colorado; Adriana Streifer, University of Virginia</td>
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<tr>
<td>7:30 AM – 8:45 AM</td>
<td>Are you interested in graduate student, professional student, or postdoctoral scholar development--either as a student/postdoc yourself or as a supporter of them? Join us as for an informal discussion of issues of interest, questions, and concerns about professional development work geared toward these populations.</td>
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<td>Musset</td>
<td>Critical Incidents in Society &amp; Identity in the Classroom</td>
<td>Cheryl Richardson; Marc Lo, Brown University</td>
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<td>7:30 AM – 8:45 AM</td>
<td>Recent years - and in particular, months - have witnessed increasing numbers of socio-political flashpoints, ranging from perceived injustices to lively demonstrations. This session will bring together educational developers to consider the role of that developers might play in supporting faculty who 1. provide significant emotional labor in service to targeted communities of students and 2. endeavor to create space for civil discussions. We will consider roles developers play as consultants, academic committee members, and workshop facilitators.</td>
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<tr>
<td>Salon 1</td>
<td>Evaluation of Educational Development Initiatives</td>
<td>Gail Rathbun, Indiana University-Purdue University Fort Wayne; Sue Hines, Saint Mary’s University of Minnesota</td>
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<td>7:30 AM – 8:45 AM</td>
<td>This session is designed to provide the opportunity for new and experienced faculty developers to engage in meaningful collegial conversations about educational development evaluation. Through a facilitated discussion, we will uncover current issues, challenges, and possible solutions, as well as generate a list of helpful resources.</td>
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<td>Salon 2</td>
<td>Assessment of Academic Program Learning Outcomes</td>
<td>Claudia Stanny, University of West Florida; Wayne Jacobson, University of Iowa</td>
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<tr>
<td>7:30 AM – 8:45 AM</td>
<td>In our roles as educational developers, what do we contribute to program, department, or institution-level assessment? This session will focus on sharing questions, ideas, and strategies for assessing organizational practices from an educational development</td>
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Leveraging Technology to Further Teaching and Learning
Facilitators: George Detiveaux, Lone Star College; Nicholas Yates, Zayed University

The only thing progressing faster than technology is expectations of how it will change our classrooms. Join us as we discuss everything from implementations and strategies to websites and apps. Because technology isn't just a fact on the ground, this is a conversation you won't want to miss.

Adjunct Professional Development
Facilitators: Ann Coburn-Collins, Saginaw Valley State University; Mandy McGrew, Kennesaw

Join us for an informal conversation on providing instructional and professional support to adjunct faculty. The nature of adjunct faculty employment makes it difficult to reach out to and support them. This BoF group will help bridge this difficulty with an exchange of ideas and a discussion of the various best practices associated with providing support for adjunct faculty. We will share information so we can continue the conversation after the session.

Small Colleges: “A One Man Band in Search of an Orchestra”
Facilitators: Dana Vazzana, Truman State University; Jamie Landau, Keene State College

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

Civic Engagement and Service Learning: Reinvesting in the Local for the Common Good
Facilitators: Karen McComas, Marshall University; Anne Braseby, University of Texas, Austin

Are you currently working with faculty, students, and community partners on pedagogies and initiatives related to civic engagement and service-learning, or are you interested in learning about more about these community-based approaches? Please join us as we exchange strategies and ideas that have the potential to make a
Salon 8  
7:30 AM – 8:45 AM  
**The Science of Teaching and Learning: What We Know, What We Don’t Know, and What We Might Know**  
*Facilitators: Michael Palmer, University of Virginia; Amy Overman, Elon University*

Evidence from the learning sciences demonstrates that all learning is brain-based, but some researchers have cautioned against the over-extension of neuroscience findings to applied settings. In this BoF, we will explore what we currently know, discuss recent findings with respect to education, consider limitations that do or should exist when applying these findings to actual classroom settings, and imagine where the science of teaching and learning may be headed next.

Salon A  
7:30 AM – 8:45 AM  
**How Learning Analytics Can Encourage Change**  
*Facilitators: George Rehrey, Indiana University; Laura Cruz, Tennessee Tech University*

During this Birds of Feather session participants will be encouraged to discuss how big data and learning analytics can play an active and collaborative role in supporting key initiatives and student success at the course, departmental and institutional levels. Furthermore, participants will have a chance to share with each other what is happening on their campuses now, and to identify opportunities to foster collaborations with programs that might not be considered typical partnerships for their teaching centers.

Salon B  
7:30 AM – 8:45 AM  
**New Directors of Centers for Teaching and Learning**  
*Facilitators: Tershia Pinder-Grover, University of Michigan; Leslie Ortquist-Ahrens, Berea College*

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

Salon C  
7:30 AM – 8:45 AM  
**Health Sciences**  
*Facilitators: Gary Smith, University of New Mexico; Marsha Ham, A.T. Still University*

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

**POD Career Fair 9:00 AM – 10:15 AM**

**Ballroom East**

9:00 – 10:15 AM

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

**Interactive Sessions 9:00 AM – 10:15 AM**

**Drummond East**

9:00 AM – 10:15 AM

**Sponsored by**

A Shared Commitment to Teaching Excellence: Investing in the Future of Faculty Development

*Catherine Haras, Senior Director, Center for Effective Teaching and Learning, California State University, Los Angeles; Steven Taylor, Associate Director of Academic Innovation, American Council on Education; Todd Zakrajsek, Director, International Teaching Learning Cooperative; University of North Carolina, Chapel Hill*

The goals of the 21st-century teaching and learning center are fluid and dynamic, interdependent with institutional mission, shifting faculty roles, and student learning. More carefully documenting and assessing the work that faculty development centers do will be necessary in order to raise their profiles and increase funding. Meanwhile, institutional leaders increasingly look to data to make informed decisions about resources, strategy, and investments. This interactive session will introduce future goals discussed in Section 4 and 5 of the recent ACE white paper on faculty development. The paper’s authors will gather your comments and feedback on assessment of the impact of present work, followed by a lively discussion on possible next steps to take on assessment and evaluation as these impact funding. Our hope is to help drive awareness of assessment of the impact of faculty development—and to advocate for, and justify, commitment of increased resources toward faculty development by institutional members. Please join us.
**Finding What Matters: Reflections on Practice, Praxis and Formation**  
*Molly Sutphen, UNC-CH*

This workshop will engage participants in reflection as educational developers on their praxis and formation. Drawing on Barnett (2011), participants will locate their institutions' orientations (metaphysical, scientific, entrepreneurial, bureaucratic). Having established a context, they will use collaborative exercises based on Sugrue and Solbrekke (2011) to reflect on how that context shapes their practices as educational developers. Through a series of further exercises, participants will then reflect on their praxis and formation in the context of their institution's orientations. Finally, we will consider how our praxis might serve as sources of critique of or inspiration and transformation in higher education.

Audiences: All POD members, Seasoned educational developers  
Topics: POD Professional Development, Research

**Crowdsourcing & Connecting: Identifying Strategies to Engage CTLs In STEM Reform**  
*Ken Griffith, Texas Tech University; Andrea Beach, Western Michigan University; Mathew Ouellett, Wayne State University; Susan Shadle, Boise State University; Suzanne Tapp, Texas Tech University*

Centers for Teaching and Learning (CTLs) have been identified as "powerful agents" for the task of developing STEM education, and are uniquely positioned to develop and sustain STEM faculty development networks. In this session, participants will engage with case studies of CTL roles in STEM reform initiatives and connect the work of the case institutions to their own centers and campuses. Using a change strategies model as a foundation, participants will crowdsource best ideas to influence and engage in STEM reform on their campuses and work together consider specific strategies that might work well on their home campuses.

Audiences: All POD members  
Topics: STEM, Faculty Professional Development, Programs

**Documenting Your Impact: Unconferencing to Reimagine the Educational Developer's CV**  
*Anna Flaming, The University of Iowa; Tracy Smith, Appalachian State University; Sara Fulmer, Wellesley College; Anna Donnell, University of Cincinnati*

Draft
The CV is an understudied yet crucial tool for educational developers, used for securing a professional position and reflecting on professional development. Participants will leverage the diverse experience of POD members and the spirit of creative collaboration of the POD Network to deconstruct the traditional academic CV. Engaging in design thinking to "define what matters," participants will explore how the Educational Developer's CV can express the scope and impact of our work. Participants are encouraged to bring a copy of their CV. All conference attendees are invited to engage in a constructive asynchronous dialogue activity that builds throughout the conference.

Audiences: New/recent educational developers (5 years or less), All POD members
Topics: POD Professional Development

Developing Classroom Assessments Using the Delphi Technique: An Interactive Approach
Jim Berger, Western Kentucky University

The purpose of this session is to demonstrate and engage participants in the process of developing a valid classroom assessment instrument through the use of the Delphi Technique. A description of the Delphi Technique and demonstration of the technique, along with resources and readings, will be included. Participants will be asked to work together to strengthen the description of a concept and then, using that concept, create questions to be used in a classroom instrument. Finally, a recent project to develop a classroom instrument to assess the presence of difference cultural values will be described. Handouts will be provided.

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

Teaching Inclusive Teaching
Sarah Schwarz, Princeton University; Christopher Chen, Princeton University; Zitsi Mirakhur, Princeton University; Christin Monroe, Princeton University

During the 2016-17 academic year, we launched an initiative to increase attention to inclusive teaching during the training for new graduate student instructors (GSIs). Training leaders implemented lessons around inclusive teaching in different ways, creating a natural experiment for staff to more systematically understand the
impact of attention to inclusive teaching on the practice of new GSIs. In this session, we present our process, data, and results from our analyses about the ways new GSIs define and implement inclusive teaching practices. Discussion will focus on the effectiveness of this program and the applicability of this research to other institutional contexts.

Audiences: Graduate students, post-docs, or those supporting this population, All POD members
Topics: Diversity, Graduate Student Professional Development, Teaching & Learning

Salon 2
9:00 AM – 10:15 AM

**Embracing diversity: Addressing Pedagogical Practices and Common Teaching Challenges**
*Milton Fuentes, Montclair State University; Crystal Collier, Florida School of Professional Psychology*

This workshop will highlight strategies for addressing microaggressions, implicit bias, and intersectionality in the classroom. Additionally, the session will introduce attendees to self-care strategies to minimize faculty burnout and promote optimal functioning. This workshop is open to seasoned, early career, and aspiring instructors.

Audiences: Faculty (conference attendees who are faculty and also part-time developers), Administrators
Topics: Diversity, Faculty Professional Development, Teaching & Learning

Salon 3
9:00 AM – 10:15 AM

**Putting Technology Models to Work for Faculty - Featuring TPACK**
*Georges Detiveaux, University of Houston-Downtown; Julius Su, California Institute of Technology; Nicholas Yates, Zayed University*

Classrooms are dynamic places that are ill-structured and ever changing. We need to have flexibility and an integrated knowledge in order to appropriately integrate technology into teaching. The TPACK technology integration framework, as developed by Koehler and Mishra, emphasizes technological knowledge (T), pedagogical knowledge (P), and content knowledge (C) as intersecting bodies of knowledge. The model is best envisioned in a Venn diagram, wherein the “sweet spot” center of the model puts all three areas into play. Participants will hear presenters’ examples before exploring through hands-on activities with new interactive and collaborative technologies.

Audiences: All POD members, Instructional technologists and technology integration specialists
Virtual Faculty Learning Communities: Making an Impact from a Distance
Angela Atwell, Embry-Riddle Aeronautical University; Cristina Cottom, Embry-Riddle Aeronautical University; Sara Ombres, Embry-Riddle Aeronautical University

Faculty Learning Communities (FLCs) are well-known effective faculty development experiences. However, how can you facilitate an FLC with a group of faculty that are not available at the same time or in the same location? With funding from a 2016 POD Network Early Researcher Grant, we facilitated virtual FLCs with remote adjuncts. We are expanding this project with a 2017 POD Network Research Grant. In this interactive session, we will share what worked, what didn't, what we wish we had known, and what we plan to do moving forward. Participants will leave with a framework they can implement!

Audiences: All POD members
Topics: Faculty Professional Development, Technology, Research

What Matters Most to Contingent Faculty: Assessing & Promoting Inclusivity
Amber Dailey-Hebert, Park University; Stacey Kikendall, Park University; Emily Donnelli-Sallee, Park University; Jamie Els, Park University

Online and hybrid programs continue to grow across institution types. As institutions increasingly rely on contingent faculty to support this growth, it is critical to employ assessment methods that meaningfully engage these faculty and the stakeholders who most influence their work. This presentation will share the quantitative and qualitative strategies utilized to assess the needs of all faculty at one Midwest university (approximately 1,600 adjunct faculty teaching at 40 satellite campuses and online). Presenters will discuss the themes that emerged from the data and how assessment compelled redesign of the teaching center around the values of inclusivity and continuous learning.

Audiences: All POD members, New/recent educational developers (5 years or less)
Topics: Adjunct Professional Development, Assessment, Start-up

From Crisis to Opportunity: Defining What Matters from the
**Outside-In**  
*Janelle Voegele, Portland State University; Johannes DeGruyter, Portland State University*

Centers for teaching and learning (CTLs) are increasingly called to be leaders in broad institutional change efforts, while simultaneously rethinking their own missions during organizational restructuring. How does a CTL transition to the role of change catalyst, reexamine what matters most to its mission, and simultaneously work with campus partners to determine what matters next? This session focuses on the generative planning and implementation framework developed by one CTL, during a time of rapid institutional change and reprioritization. The framework was instrumental in the center's organizational change role, and addressed concurrent stressors experienced by faculty, administrators, and center staff.

Audiences: All POD members, Administrators  
Topics: Organizational Development, POD Professional Development, Administration

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**Conducting Culturally Competent Evaluations**  
*Denise Drane, Northwestern University; Susanna Calkins, Northwestern University*

This year's conference focuses on evidence "Defining What Matters: Understanding and Enhancing the Impact of Educational Development. One of the great challenges for those conducting evaluations is how to gather and examine evidence in ways that are culturally competent. In this session, we examine frameworks for culturally competent evaluation developed by the American Evaluation Association (AEA) and a large federal agency. Participants will assess the fit of these frameworks for higher education and education development, assess the cultural competence of one of their own evaluations and develop procedures for designing culturally competent evaluations.

Audiences: All POD members  
Topics: Research, Assessment

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**Implementing an Internationally Accredited Program to Recognize Teaching Excellence**  
*Trevor Morris, Utah Valley University; Ursula Sorensen, Utah Valley University; Bethany Alden-Rivers, Southeast Missouri State University*

Our university is the first North American institution to have its faculty development program accredited by the HEA, and to provide opportunities for faculty to gain international recognition with the
HEA. The HEA is an internationally-facing organization that supports and recognizes faculty for their commitment to teaching and supporting learning. Since implementing this program, more than 60% of our full-time faculty and 30% of adjunct faculty now participate in educational development activities. This session will discuss our experience in implementing this model. Participants will explore possibilities for using such an approach in their own institutions.

Audiences: All POD members
Topics: Research, Faculty Professional Development, STEM, Institutional Change

Graduate Student Development Showcase: Discovering and Sharing What Works
Daniel Mann, University of California, Irvine; Alexia Ferracuti, Northeastern University; Hugh Crumley, Duke University; Vanessa Doriott Anderson, Duke University; Jessica Riviere, The Ohio State University; Molly Hatcher, University of Texas at Austin; Hilary Schuldt, Northeastern University; Lauren Barbeau, Georgia Southern University

The 2nd Annual Graduate and Professional Student Development (GPSD) Showcase features selected GPSD programs from a diverse range of campuses, each chosen for its capacity for transformative learning and potential transferability. In timed mini-sessions, participants will rotate around the room to discuss with presenters, glean one-page overviews of specific programs, and reflect on how to translate each approach into strategies for implementation at their respective institutions. Each presenter will share their assessment strategies and evidence of their program’s impact on students, staff, and institution. This highly interactive session aims to promote and enhance the POD Network’s collective efforts in GPSD.

Audiences: Graduate students, post-docs, or those supporting this population, All POD members
Topics: Graduate Student Professional Development, POD Professional Development, Programs

Roundtable Sessions 9:00 AM – 10:15 AM

Hemon
9:00 AM – 10:15 AM

Defining Faculty Success to Support Strategic Planning and Evidence Value
Douglas Harrison, University of Maryland University College; Carol Hurney, Colby College; Riley Caldwell-O’Keefe, Amherst College
Those directly supporting teaching and learning often embrace a mission to support - more holistically - faculty success. Understanding faculty success entails identifying career roadblocks and other situational factors that impact all faculty and select groups of faculty (e.g., underrepresented minorities, women). This roundtable examines how adopting a scalable faculty learning outcome framework (especially, Hurney et al., 2016) can help educational developers define faculty success at their institutions, align programs with discrete faculty success factors, develop strategic plans that support faculty success and meaningfully examine the impact the educational development organization has on faculty success and strategic institutional change.

Audiences: Administrators, All POD members, New/Recent Educational Developers, Seasoned Developers, Small institutions
Topics: Assessment, Diversity, Organizational Development

**Peer-to-Peer: Enhancing Graduate Student Mentoring Relationships**
*Angelika Zissimopoulos, University of Chicago; Chandani Patel, University of Chicago; Joseph Lampert, University of Chicago*

In this roundtable, we aim to discuss strategies for helping graduate student affiliates of centers for teaching and learning (CTLs) comfortably inhabit their role as peer mentors. Mentoring, while a central component of academic work, is rarely explicitly taught as a skill. We will facilitate a discussion about this issue informed by insights from literature and guidance on faculty-student and faculty-faculty mentoring relationships. This roundtable discussion aims to help participants collectively develop a set of ideas for both enhancing graduate student peer-to-peer mentoring relationships and measuring their impact at our home institutions.

Audiences: Graduate students, post-docs, or those supporting this population, New/recent educational developers (5 years or less), Supervisors of Graduate Student CTL Staff
Topics: Graduate Student Professional Development, POD Professional Development, Administration

**(How) Can Non-Faculty Be Faculty Developers?**
*Patricia Dinneen, The George Washington University*
Traditionally, faculty developers are professors who are respected by fellow faculty members because of their teaching experience. Increasingly, however, designing, developing, and teaching courses involves collaboration and teams that include instructional designers, assessment specialists, technologists, and others with considerable educational expertise outside of an academic discipline. Thus, if faculty development is to grow as a field of practice and study, what is the role of non-faculty professionals? What are the challenges these non-faculty professionals face working within the Academy? What do they bring to the field? What does it take for professors to accept teaching direction from non-faculty professionals?

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Faculty Professional Development, Organizational Development, Administration

Consultation with faculty with disabilities: What do we know?
Taimi Olsen, University of Tennessee, Knoxville; Karen Brinkley, University of Tennessee System Office of Academic Affairs and Student Success; Janelle Coleman, University of Tennessee, Knoxville

Faculty consultation often yields lasting, positive results for faculty (Brinkley et al 2016). The needs of faculty who have disabilities and who teach, however, has been an unaddressed topic among educational developers and only somewhat addressed by national organizations such as the AAUP and the AACU. Faculty face challenges that may threaten their positions, of which educational developers should be aware. Teaching may be complicated; the disability may be a hidden topic or something the faculty member addresses only in private. This session invites participant discussion, through the literature, policies, and cases, to consider potential frameworks and guidelines.

Audiences: All POD members
Topics: Diversity, Administration, Programs
Impact of Educational Development Interventions: A Mixed-Methods Comparative Study

Lindsay Wheeler, University of Virginia; Karen Connors

Like many CTLs, we employ a number of interventions designed to increase instructors' knowledge and use of evidence-based teaching practices. To help assess the impact of our work, we utilized a mixed-methods approach to analyze in-class observations and course syllabi that characterize undergraduate STEM classroom practices for faculty who have and have not participated in our inventions. Over two semesters, our team observed 254 classes and analyzed the corresponding syllabi. In this session, we will discuss our research methods, share findings, and consider the wider implications of this research for educational development.

Audiences: All POD members
Topics: Assessment, STEM, Research

Motivations and Obstacles Influencing Faculty Engagement in Adopting Teaching Innovations

Wayne Jacobson, University of Iowa; Jean Florman, University of Iowa; Samuel Van Horne, University of Iowa

This session presents analysis of open-text responses to a survey of research university faculty in which they were asked to comment on departmental climate for teaching, motivations for adopting teaching innovations, and obstacles to innovation they have encountered. Responses represent instructors at all ranks in 14 STEM departments, including both participants and non-participants in educational development initiatives. Responses were coded and cross-referenced by selected ratings items and by respondent characteristics in order to identify themes across respondents and variations across respondent groups. This session presents findings of these analyses and explores institutional implications for supporting teaching innovation in departments.

Audiences: All POD members
Topics: Research, Faculty Professional Development, STEM, Institutional Change
The Impact of a Postdoctoral Teaching Development Program
Elizabeth Luoma, Yale University

Our program trains postdoctoral teaching scholars in evidence-based teaching methods shown to increase student persistence in STEM. To understand training effectiveness, we examined instructor adoption and implementation of specific evidence-based methods; in parallel, we surveyed their students to measure exposure and commitment to these evidence-based methods. This multilayered evaluation approach revealed gaps between instructors' teaching practices and students' perceived experiences. To enhance training impact, instructors reflected on these findings individually and within a learning community to create action items to improve teaching. We will describe reflection on aligned instructor and student data as a transferable programmatic element and evaluation approach.

Audiences: Graduate students, post-docs, or those supporting this population, New/recent educational developers (5 years or less), Seasoned educational developers
Topics: Assessment, Faculty Professional Development, STEM

Future Faculty Preparation on Evidence-Based Teaching: Are They Doing It?
Jacinta Mutambuki, Washington University in St. Louis; Regina Frey, Washington University in St. Louis; Beth Fisher, Washington University in St. Louis; Denise Leonard, Washington University in St. Louis; Emily Cohen-Shikora, Washington University in St. Louis

This session discusses the long-term impact of a teaching-development program for training STEM doctoral students and postdocs on evidence-based teaching practices. We assessed perceived preparedness and frequency to implement evidence-based teaching between program participants and their non-program peers via a web survey. Data were also collected through classroom observations and teaching artifacts with five program alumni to examine their implementation of evidence-based teaching. Program
alumni reported significantly more preparedness, and more frequency in implementing student-centered approaches than non-program participants (p < 0.05). Additionally, observed participants engaged students in learning through multiple active-learning approaches. Detailed findings and implications will be discussed.

Audiences: All POD members, Graduate students, post-docs, or those supporting this population
Topics: Assessment, Graduate Student Professional Development, STEM

Ballroom Foyer
10:15 AM – 10:30 AM
Coffee Break

Plenary Session
Ballroom Centre/West
10:30 AM – 12:00 PM
Randy Bass:
“Educational Design in a Dis-integrative Age – Leading from the Middle”

What would a higher education look like if we were designing it now, given what we know about the full spectrum of learning, about the expanding population of students entering higher education, the global digital ecosystem and the challenges that lay ahead for our graduates? This is a particularly salient question given that the central tension of our time is between an integrative vs. disintegrative vision of learning. This talk will explore the questions of transforming the teaching and learning experience, in the classroom and more broadly across the curriculum and co-curriculum. In particular, the session will also look at the role of educational designers and professional development staff in navigating this tension. The new learning ecosystem gives us an unprecedented opportunity to design learning environments that address the whole person, bridge liberal and professional education, and can help students to become agents of positive change. Leading from the middle, professional development staff and leaders are critical to fostering ethical educational design practices in a disintegrative age.

Lunch on Your Own
TILT Higher Education Meeting (Salon A)
Big 10 Academic Alliance Meeting (Salon B)
Institute for New Faculty Developers (INFD) Reunion (Salon C)

12:00 PM – 2:00 PM
NEW SIG/Committee Chairs Meeting (Hemon)
1:00 PM – 1:45 PM
All SIG/Committee Chairs Meeting (Hemon)
12:00 PM – 6:00 PM  
**Vendor Exhibits, Ballroom Foyer**

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### Excursions

<table>
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<th>Time</th>
<th>Event Description</th>
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| 11:45 AM – 5:45 PM | **E1: Beyond the Bagel: Montreal's Jewish Food Walking Tour**  
Gather in lobby at 11:45AM, bus departure at 12:00PM  
5:00PM bus pick from Museum of Jewish Montreal  
5:45PM Arrive at Sheraton |

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### Interactive Sessions 2:15 PM – 3:30 PM

<table>
<thead>
<tr>
<th>Venue</th>
<th>Event Description</th>
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| Drummond West 2:15 PM – 3:30 PM | **Significantly Designing What Matters: Framing Educational Development With Fink's Model**  
*David Sacks, University of Kentucky; Carl Moore, University of the District of Columbia*  
Fink's model for creating significant learning is one of the foundational texts in the field of educational development for curricular and course design. Yet his model also has broader implications for educational development (i.e. institutional planning, developing workshops, and individual consultations). In this highly interactive session we will share a Prezi that utilizes the components of Fink's model, Goals, Feedback, Activities, and Situational Factors, to frame and organize electronic resources. During the session the participants will be invited to collectively provide additional content to the Prezi; that will be shared with the POD Network.  
Audiences: All POD members, New/recent educational developers (5 years or less)  
Topics: POD Professional Development, Teaching & Learning, Faculty Professional Development |

| Kafka 2:15 PM – 3:30 PM | **Flipping Faculty Development with the Hybrid and Online Teaching Institute**  
*Sara Kacin, Wayne State University; Mathew Ouellett, 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, participants will be presented with the HOTI design and three years of assessment data; have an opportunity to share their experiences creating hybrid / online faculty development programs; and will leave with implementation frameworks and design strategies useful in adapting a hybrid faculty development learning experience for their campus.

Audiences: All POD members
Topics: Programs, Faculty Professional Development, Assessment

**Designing a Campus Community-Sourced 'Local-pedia' About Learning from Instruction**  
*Geneva Stein, Princeton University; Nic Voge, Princeton University*

Each student, graduate student, advisor and faculty member has developed ideas about how students learn in courses. However, that knowledge is largely siloed. How can we use this knowledge to create a resource about learning from instruction? We have developed a community-sourced 'local-pedia' to share course-specific descriptions and strategies about learning. It is designed to be an accessible and inclusive resource available to the entire campus community. In our interactive session, we will share our design process and guide participants toward designing their own 'local-pedia' of knowledge. We will also offer our free WordPress plug-in to help get you started.

Audiences: All POD members
Topics: Start-up, Teaching & Learning, Technology

**Defining Impact on Teaching Using the Faculty Learning Outcome Framework**  
*Carol Hurney, Colby College; Laurie Prange-Martin, Capilano University*

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. Can defining faculty learning outcomes with respect to faculty teaching help educational developers engage in more meaningful strategic planning, program development and assessment? This session explores these questions by examining the Faculty Learning Outcomes framework (Hurney, 2016) as it relates to teaching knowledge, skills and values. Participants will analyze the FLO framework from their institutional contexts and explore strategies for using the FLOs as strategic planning tools and as an assessment framework.

Audiences: All POD members
Topics: Assessment, Faculty Professional Development, Teaching &
Collaborative Teaching as a Reflective Process of Inclusion, Application, and Meaning-Making  
*Susanna Calkins, Northwestern University; Denise Drane, Northwestern University*

Collaborative teaching is a common practice throughout higher education, existing in many forms, yet may not always be a successful experience for faculty or their students. In this interactive session, we will share the content and impact of two different workshops on collaborative teaching that we developed, modeling methods and strategies from each that our participants noted as valuable. Specifically, we will examine the overarching components that go into successful collaborative teaching contexts: creating inclusive learning environments (exploring notions of "mattering," power, privilege and positionality), applying theory to practice, co-constructing knowledge and meaning-making, and sharing expectations around learning and teaching.

Audiences: New/recent educational developers (5 years or less), Faculty (conference attendees who are faculty and also part-time developers), any educational developers  
Topics: Faculty Professional Development, Diversity, Teaching & Learning

Conflict Resolution in Educational Development: A Facilitation Framework  
*Esther Jordan, Kennesaw State University*

This interactive session will demonstrate how a conflict management framework can be applied in consultations, faculty learning communities and workshops as a tool for maximizing conflict resolution in support of educational development. Participants will use the framework to analyze case studies, then role play through Little and Palmer's Deep Listening and Micro-Consultation exercises (2012), adapted to include Wilmot and Hocker's conflict styles (2013) as a framework for even deeper listening and more powerful questioning.

Audiences: Seasoned educational developers, New/recent educational developers (5 years or less)  
Topics: POD Professional Development, Faculty Professional Development, Administration, Conflict Resolution

Launching a Classroom Mindfulness Practice Initiative at Your Institution
Use of mindfulness practices in education is rapidly expanding, and their impact on learning continues to be supported by broad empirical research. Nonetheless, initiatives for integrating mindfulness into the classroom must be carefully positioned within the academic culture of an institution to circumnavigate misconceptions regarding these practices. This workshop will guide participants through planning a new or expanded programming initiative by identifying context-specific appeals for the credibility and value of mindfulness, exploring the affordances and constraints of different programming formats, and strengthening one’s personal sense of self-efficacy and credibility in discussing and leading mindfulness practices.

Audiences: All POD members
Topics: Faculty Professional Development, Graduate Student Professional Development, Programs

Building Better Together: Enhancing Interdisciplinary Collaboration in Assistive Technology Design
Claire Davies, Queen’s University; Peter Wolf, Queen’s University; Catherine Donnelly, Queen’s University; Susanne Murphy, Queen’s University; Elizabeth Delarosa, Queen’s University

Building Better together involves integrating the Canadian Interprofessional Health Collaborative framework to engage interdisciplinary design by occupational therapists and engineers. In this session, individuals will learn of the CIHC framework and within a simulated environment, experience the student design sessions. This will provide insight into where the issues lie in developing courses that cross disciplines, but also show the important real-life experiences that can effectively engage students while working together.

Audiences: Faculty (conference attendees who are faculty and also part-time developers)
Topics: Teaching & Learning, Technology

Exploring the Role of Academic Analytics in Improving Teaching & Learning
Brad Wuetherick, Dalhousie University

Academic analytics have become increasingly important as universities grapple with challenges of retention and student success. There remain challenges in using analytics data to help improve
teaching and learning. This workshop will use cases to engage the workshop participants in key conversations around: the ethical use of analytics data; using analytics to inform individual course redesign and curriculum renewal at the program level; and using analytics data to support institutional conversations about teaching and learning. Finally, the workshop will explore strategies to ensure the readiness of academic developers who support the use of academic analytics to improve teaching and learning.

Audiences: All POD members
Topics: Organizational Development, POD Professional Development, Assessment

**Collective Impact: Defining What Matters in Advocating for Educational Development**

Marina Smitherman, Dalton State College; Denise Domizi, University System of Georgia; Brian Etheridge, Georgia Gwinnett College; Cher Hendricks, University of West Georgia; Rod McCrae, University of West Georgia; Christy Price, Dalton State College

With the plethora of national initiatives- LEAP, G2C, and CCA - many Centers for Teaching and Learning are increasingly seen as vehicles for facilitating institutional change and large-scale educational development. However, this work can encounter significant levels of resistance from different campus stakeholders. This interactive World Café session will facilitate meaningful conversations around issues commonly faced when attempting to advocate for institutional change during challenging times. Participants will discuss four real-world scenarios and identify impactful strategies for advocating effectively with faculty, administrators, and students. The session will conclude with reflective time to apply these to participants' centers or campus initiatives.

Audiences: All POD members, Administrators
Topics: Organizational Development, Faculty Professional Development, Programs

**Start a Mastermind: Create Community, Exchange Ideas, and Encourage Accountability**

Francine Glazer, New York Institute of Technology; Claudia Cornejo Happel, Georgia Southern University

New and veteran POD members have expressed interest in formalized opportunities for ongoing support, especially after participating in shared experiences such as INFD, Getting Started, or the Buddy Program. Masterminds are small groups of trusted colleagues who provide each other with emotional support, a sense of community, and accountability toward individual goals. In this unconference-style session, we discuss the basics of masterminds.
You will then identify potential partners for starting your own group focused on shared or similar goals. Logistical resources for connecting with your mastermind will be shared, along with tips for success and guidance regarding structure.

**Salon B**
2:15 PM – 3:30 PM

**Impacts of Intentional Planning for Active Learning Environments**
*Susan Hillman, University of New England; Michelle Carpenter, Herman Miller, Inc.; Karl Carrigan, University of New England*

This session will share an intentional planning model that inclusively involved university stakeholders in the design, development, and implementation of two active learning classrooms. You will engage in the stages of this model through simulated activities that include two workshop frameworks to facilitate the design of the classrooms and to provide faculty development prior to teaching in the classrooms. Finally, you will explore the research findings reporting on the impacts of the implemented active learning classrooms on student success and faculty instructional pedagogy. Discussion and activities throughout will explore alignment of this model to your campus.

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

**Salon C**
2:15 PM – 3:30 PM

**Story as Pedagogy: Purposefully Integrating Micro-narratives into GTA Development**
*Linda Stewart, Kennesaw State University; Mandy McGrew, Kennesaw State University*

Drawing from developmental theories suggesting GTAs gain confidence as teachers through conversational means (Nyquist & Sprague, 1998), this session examines storytelling as an inclusive and often overlooked pedagogical tool. In addition to acquiring content knowledge (Kendall & Schussler, 2012), GTAs would benefit from purposefully developing narrative strategies to punctuate lectures, enhance discussions, and establish an inclusive environment. Furthermore, this approach helps graduate students connect with undergraduates who bring their own stories to the classroom (Ambrose, et. al., 2010; Coles, 1989; Yosso, 2005). Thus, participants will create and reflect upon stories, specifically micro-narratives, to enhance GTA professional development and undergraduate teaching.

**Audiences:** All POD members, Graduate students, post-docs, or those supporting this population
**Topics:** Graduate Student Professional Development, Teaching & Learning, Diversity
Roundtable Sessions 2:15 PM – 3:30 PM

Hemon
2:15 PM – 3:30 PM

Making Institutional Assessment Results Meaningful to Faculty and Faculty Development
Jillian Kinzie, Indiana University Bloomington

Faculty engagement in assessment is essential to making vital improvements in student learning. Yet, too often, faculty and faculty developers make little use of institutional assessment evidence about educational quality. This session involves participants in interpreting results in a new National Survey of Student Engagement (NSSE) report designed specifically for faculty, the Instructional Practices Snapshot. Following the interpretation activity, we will consider insights for faculty development, and discuss effective approaches to involving faculty in using institutional assessment results and student engagement data as evidence of the teaching culture at the institution and program levels.

Audiences: Faculty (conference attendees who are faculty and also part-time developers), Seasoned educational developers
Topics: Assessment, Teaching & Learning, Faculty Professional Development

Jarry
2:15 PM – 3:30 PM

Can (Should) New Faculty be HIPsters?
Kimberly Jensen Bohat, Marquette University; Amber Young-Brice, Marquette University

In the almost 10 years since Kuh (2008) and the AAC&U presented research about High Impact Practices (HIPs), many campuses have intentionally incorporated these practices in an effort to promote transformational student learning. This roundtable will examine three main questions: Should new faculty be encouraged to focus their energy on pedagogies that require more time commitment, less prescription, and high levels of student interaction? How can educational developers better support untenured faculty to integrate HIPs? As organizational leaders, how can we change the campus climate from "protecting" to "empowering" new faculty to develop transformational learning in their initial courses?

Audiences: All POD members
Topics: Faculty Professional Development, POD Professional Development
Development, Organizational Development, Diversity

Joyce  
2:15 PM – 3:30 PM

**Turning Challenges into Opportunities: An Impactful Approach to Mandatory Initiatives**  
*Heather Dwyer, Suffolk University; Linda Bruenjes, Suffolk University*

Periodically, mandatory campus initiatives (e.g., new faculty orientation, Title IX training, accreditation compliance, etc.) enter the purview of a teaching and learning center. Managing, designing, executing, and evaluating such initiatives can be challenging, particularly when considering how to optimize impact on a potentially reluctant or indifferent audience. In this roundtable, the facilitators will share our methods for implementing a mandatory pedagogical training for all full-time faculty at our institution. As a group, we will then discuss how to reframe this kind of challenge as an opportunity, inviting participants to share their experiences, strategies, and struggles with navigating mandatory initiatives.

Audiences: All POD members  
Topics: Programs, Faculty Professional Development, Diversity

Salon 7  
2:15 PM – 3:30 PM

**The "F" Word: Mining Failure to Define What Matters**  
*Lindsay Doukopoulos, Auburn University; Diane Boyd, Auburn University; Tyciee Faison, Auburn University*

Using a modified World Café method, we will facilitate a reflective dialogue on faculty development experiences in which outcomes fell far short of goals in order to learn from our collective, hard-won wisdom. Small group discussions will leverage the vulnerability of failure-sharing to build trust and connection. During the debrief we will apply decision-making science to our discussion and share the IDEAS tool in order to identify patterns and commonalities in our "alternative successes" (i.e. failures). Participants will leave with a clearer (or perhaps more nuanced) definition of what it means to succeed in their work.

Audiences: All POD members  
Topics: POD Professional Development
Alignment Framework for Faculty Development in Liberal Arts Colleges

Vicki Baker, Albion College; Laura Lunsford, University of North Carolina, Wilmington; Meghan Pifer, University of Louisville; Michael Reder, Connecticut College

This presentation features research from a longitudinal, mixed-methods study of faculty development within a consortium of 13 liberal arts colleges (Great Lakes Colleges Association). The Alignment Framework for Faculty Development in Liberal Arts Colleges is presented as a means of engaging session participants in a discussion of the important, yet often neglected intersection of individual and organizational goals and outcomes to support a more strategic, aligned approach to faculty development in small colleges.

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

Fostering Student-Centered Pedagogy in Rwanda: Evidence from the Global South

Rebecca Schendel, UCL Institute of Education

In recent years, there have been numerous attempts to improve the quality of higher education in Africa, through initiatives such as the creation of Centers of Teaching and Learning on university campuses. Although a potentially positive development, there is reason for concern that these efforts will have little impact, as most have been externally imposed by donors, rather than being proposed from within the faculty ranks. However, there are exceptions to this rule. This research presentation outlines one such case, drawing out important implications about context and relevance that can inform faculty development efforts both at home and abroad.

Audience: Faculty (conference attendees who are faculty and also part-time developers), International POD Network participants
Topics: Faculty Professional Development, Research, Diversity

Why do We Teach? Examining Faculty Teaching Experiences
and Motivation
Allison BrckaLorenz, Indiana University Bloomington; Bridget Yuhas, Indiana University Bloomington; Robert Stupnisky, University of North Dakota

Menges Award Winner

Understanding faculty motivations for teaching can provide a powerful window into what encourages instructors to do the work of teaching. We administered a brief survey developed from self-determination theory to instructional staff at nineteen institutions across the country. These survey items investigated faculty experiences and motivations for teaching. The results varied by race and discipline, among other factors, and we will give an overview of our findings in this session. Discussion will focus on how these findings can inform faculty development and hiring practices.

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

Drummond East
2:55 PM – 3:30 PM

Exchanging Diversity Inclusivity in College Courses: Updates and Trends
Sarah Hurtado, Indiana University Bloomington; Thomas Nelson Laird, Indiana University Bloomington; Bridget Yuhas, Indiana University Bloomington

Based on results from multiple administrations of the Faculty Survey of Student Engagement, participants in this session will examine how courses include diversity, what faculty and course characteristics predict that inclusion, and whether results have varied over time. The results come from survey items based on a comprehensive framework describing how course elements (e.g., purpose, content, assessment) vary in their inclusion of diversity. Session participants will learn about the framework and results, and will engage with the facilitators to discuss the implications of the results for those working to increase the inclusion of diversity across the curriculum.

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Diversity, Research, Teaching & Learning
The Evidence: Pairing Research and Practice to Drive Student Success (Part II)

Patrick Nellis, Director, Center for Institutional & Organizational Learning, Miami Dade College; Jennifer R. Morrison, Assistant Professor and Research Scientist, Center for Research and Reform in Education, Johns Hopkins University; Meghan Snow, Director, Programs and Evaluation, ACUE

Connecting the dots between faculty development, faculty learning, and student outcomes has long been a challenge for postsecondary institutions. How do we know that our investment in faculty preparation results in increased student engagement and learning? In the second session of this two-part series, you will learn how Miami Dade College, with support from the Center for Research and Reform in Education at Johns Hopkins University, evaluated the impact of their implementation of ACUE’s Course in Effective Teaching Practices. Presenters will outline the comprehensive study designed to measure the impact of the course on faculty and students. They will also share how participation in this faculty development program impacted their faculty and, ultimately, how using evidence-based instructional approaches has had an impact on student success.

I AM Because WE Are: Calling the Educational Development Circle

Jacqueline Callery, City Colleges of Chicago

This session calls the circle and invites educational developers, as defined by POD, to a reflective engaging dialogue focused on capturing their stories for the purpose of identifying and forming lasting relevant connections to support our vocation beyond the conference. Participants will: 1) share individual stories of self-reflection regarding their journey as educational developers; 2) collaborate regarding future career possibilities; and 3) identify ways to continue the circle beyond POD 2017. Participants will leave the session with a reinvigorated connection to the educational development vocation and acquire new knowledge about calling the circle to encourage dialogue and collaborative action.
Kafka
3:45 PM – 5:00 PM

**Juggling Data and Ethics: Determining What Matters in Higher Education**

*Bradford Wheeler, Boston University; Sarah Pociask, University of Massachusetts, Amherst; Mei-Yau Shih, University of Massachusetts, Amherst*

Pressure to find and analyze new sources of data is omnipresent. With an ever-growing emphasis on data driven policies and practices, faculty developers are asked to share compelling findings with colleagues, administrators, and other stakeholders to support critical educational goals. In this interactive session we will discuss ethical considerations related to conducting research in classrooms and faculty development programs. By exploring case studies and engaging in group and individual reflection, we will build a Professional Learning Network (PLN) to enhance the scholarship of faculty development practices as we continue efforts to understand and define what matters in higher education.

Audiences: All POD members, New/recent educational developers (5 years or less), Seasoned educational developers
Topics: Organizational Development, SoTL, Assessment, Ethics

Lamartine
3:45 PM – 5:00 PM

**Intersecting Educational Development and Community Engagement: Research-Informed Strategies**

*Cara Meixner, James Madison University; Becca Berkey, Northeastern University*

Service-learning and community engagement (S-LCE) has been described as a practice that "clearly 'raises the pedagogical bar'" (Howard, 1998, p. 23) for all learners, faculty included. Drawn from the facilitators' in-press edited volume on the intersection of S-LCE and educational development, this workshop will engage participants in a research-informed investigation of genres, models, and case studies of educational development opportunities that advance faculty engagement. Attention will be paid to navigating and resolving tensions that naturally arise. Participants will reflect
on institutional factors (e.g., mission) and develop concrete strategies for their universities (e.g., learning communities, e-reflection portals, institutes).

Audiences: All POD members
Topics: Teaching & Learning, Research, SoTL, Service-learning

**Mussett**
3:45 PM – 5:00 PM

**What Matters in Gateway Courses: Lessons from a National Project**
*Andrew Koch, John N. Gardner Institute for Excellence in Undergraduate Education; Isis Artze-Vega, Florida International University; Joshua Caulkins, University of Rhode Island; Peter Felten, Elon University; Susannah McGowan, University College London*

This interactive session draws on lessons for faculty developers from a national project that has engaged nearly 350 instructors, faculty members, and directors of CTLs, focused on helping faculty and staff redesign historically challenging "gateway" courses. Using case studies, participants will consider how to encourage faculty to incorporate affective variables associated with student success, and how to accelerate the pace and deepen the scale of adoption of gateway course and other reform efforts by bringing social justice implications to the forefront.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Teaching & Learning, Faculty Professional Development, Organizational Development

**Salon 1**
3:45 PM – 5:00 PM

**Advancing Together: Expanding Inclusive Teaching in the Online, Synchronous Classroom**
*Robin Greenler, University of Wisconsin-Madison; Sarah Hokanson, Boston University*

The last decades have produced valuable insights about creating educational experiences that are inclusive for all learners in the face-to-face classroom. A strong body of literature about the positive effects of establishing a social presence in the online classroom overlaps with goals and strategies of inclusive teaching. In this session we will share approaches developed by online instructors in the CIRTL Network (www.cirtl.net) to create social...
presence and inclusive learning experiences, explore the links between social identity, social presence and inclusion, and collectively map how inclusive and social presence practices can inform one another.

Audiences: Faculty (conference attendees who are faculty and also part-time developers), All POD members
Topics: Diversity, Teaching & Learning, Faculty Professional Development

Salon 2
3:45 PM – 5:00 PM

Contemplating Personal and Professional Meaning at Intercultural Intersections
Mascha Gemein, The University of Arizona

Inclusive Excellence and Truth and Reconciliation are examples of equity-based initiatives that point us toward a reconceptualization of inclusive pedagogy and a diversification of teaching techniques. Building on the model of intercultural teaching competence, this interactive session facilitates a critical reflection on personal and professional meaning of inclusiveness. Using both contemplative and Indigenous teaching techniques, this session will illuminate the intersections between the intra- and introspective qualities and compassion training models of contemplative pedagogies, the refinement of self-awareness and perspective-taking in intercultural competence and internationalization approaches, and the concept of positionality and decolonizing trajectory of Indigenization in higher education.

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

Salon 3
3:45 PM – 5:00 PM

The Educational Leadership Map and Framework: Helping Instructors Document Impact
Isabeau Iqbal, University of British Columbia; Simon Bates, University of British Columbia; Simon Albon, University of British Columbia

Post-secondary instructors are frequently told they need to demonstrate 'educational leadership' for promotion and tenure. But how is educational leadership defined? And, how is it different from excellence in teaching and service? We have been wrestling with exactly these questions as part of our institution's participation in an
international project that has developed an "Educational Leadership Mapping" tool (ELM) and a Teaching and Learning Impact Framework (TLIF). This interactive session will provide participants with an opportunity to learn about this work, and how to apply the ELM tool and TLIF to support instructors in their career growth.

Audiences: Seasoned educational developers, Faculty (conference attendees who are faculty and also part-time developers, Department Heads and Deans
Topics: Faculty Professional Development, Organizational Development, Educational Leadership

Salon 4
3:45 PM – 5:00 PM

POD Sponsored

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

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

Audiences: Small colleges and universities, Seasoned educational developers
Topics: Administration, Assessment, Programs

Salon 8
3:45 PM – 5:00 PM

Title Coming Soon
Presenters Coming Soon

Description coming soon
Leading Change with Learning Spaces
Adam Finkelstein, McGill University

Many institutions have come to recognize the importance of designing learning spaces based on what we know about how students learn. Some have also recognized that learning spaces are the physical representations of their institutions’ values and vision for learning. However, there has been little discussion as to how this change occurred. This session will use a change framework to analyze a ten-year process of how a large research-intensive university has changed to make learning spaces a strategic priority.

Audiences: Seasoned educational developers, Instructional technologists and technology integration specialists
Topics: Organizational Development, Teaching & Learning, Teaching and Learning Spaces

Salon A
3:45 PM – 5:00 PM

Engaging Undergraduates in Faculty Development Work: 4 Models
Virginia Maurer, Harvard University; Adam Beaver, Harvard University

How can faculty developers engage undergraduates in a range of collaborations that influence and contribute to teaching and learning at our respective institutions? In this interactive session, we share several models used at Harvard University to engage undergraduates in collaborations with faculty, graduate students and faculty developers to strengthen teaching and learning in the undergraduate classroom. After discussing these models, we will explore additional approaches and consider the challenges and opportunities inherent in each. Individuals will identify ways to adapt some of the examples that emerge to their own context.

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

Salon B
3:45 PM – 5:00 PM

Enhancing Meaningful Learning Interactions by Reducing Student Resistance
Anton Tolman, Utah Valley University; Trevor Morris, Utah Valley University; Ursula Sorensen, Utah Valley University
Professors often encounter resistance when they implement active learning methods. This occurs partly because the literature on resistance is largely anecdotal or limited in scope and does not provide a comprehensive approach to help instructors understand, evaluate, and intervene in ways that boost meaningful learning. This session presents a practical definition of resistance, an integrated model of student resistance applicable across all disciplines, and provides useful starting points for assessment and intervention in the classroom. This model can serve as a core faculty development tool to help faculty avoid common obstacles and problems to enhancing motivation and learning.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers), Administrators
Topics: Teaching & Learning, Faculty Professional Development, Diversity, SoTL

Preparing Future Faculty for Research Mentoring: Impacts of Structured Preparation
*Linda von Hoene, University of California, Berkeley; Sabrina Soracco, University of California, Berkeley; Sarah Macdonald, University of California, Berkeley*

Since 2012, UC Berkeley has offered a program in which graduate students serve as research mentors for undergraduates. One component of this program is structured preparation for graduate student mentors prior to the commencement of the research mentoring relationship. With funding from the National Science Foundation (NSF), we have initiated a multi-year research project to assess the impact of this program and create a mentoring toolkit for use by other universities. Participants will identify skills needed by future faculty in research mentoring and learn about the impact of a program developed at Berkeley to help graduate students develop these skills.

Audiences: Graduate students, post-docs, or those supporting this population, All POD members
Topics: Graduate Student Professional Development, Programs, Research
Responding as Educational Developers to the Changing Higher Education Landscape

*Patty Bolea, Grand Valley State University; Christine Rener, Grand Valley State University; Dana Munk, Grand Valley State University*

Participants will explore and discuss the role of universities in society, and reflect upon forces impacting present-day faculty roles. The discussion will highlight values underpinning education as a public good, while clarifying strategies and resources to counter market forces in education. Participants will exit with a deeper understanding of the contextual significance of educational development, as well as their own contributions to the purpose of higher education.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Organizational Development, POD Professional Development

Enhancing Faculty Developers’ Academic Identities

*Nancy Niemi, Yale University*

This session focuses on faculty developers’ unique identities in research universities. Participants will discuss their faculty development experiences within their organizations and, using concepts of intersectionality and diversity leadership, they will identify and discuss important issues within their individual faculty development identities, and create strategies that lead to improved institutional impact with their organizations.

Audiences: Seasoned educational developers, All POD members, Educational Developers at research-intensive institutions
Topics: POD Professional Development, Diversity, Organizational Development, Gender

Exploring the Possibilities of "Slow" Educational Development

*Stacy Grooters, Boston College*

In *The Slow Professor* (2016), Maggie Berg and Barbara Seeber call for academics to adapt the principles of the "slow food" movement to their teaching and research, both as a way to reclaim joy in their professional lives and also as a form of political
resistance to the corporatization of higher education. This roundtable session invites discussion of how educational developers may have been complicit in this "speeding up" of faculty lives as well as how we might instead help support faculty seeking "to live in the present in a meaningful, sustainable, thoughtful, and pleasurable way."

Audiences: All POD members
Topics: Faculty Professional Development, Administration, Diversity

Salon 7
3:45 PM – 5:00 PM

The Often-Overlooked Diversity: Supporting Secular Studies Faculty Teaching about Religion

Miriam Rosalyn Diamond, Simmons College

Immigration referenda highlighting Muslim-majority countries, vandalism of Jewish institutions, political disputes over sacred Native lands - religion is a key and sometimes contentious form of diversity. It impacts most disciplines - including arts, management, medicine and social sciences. Religious literacy can promote professional and interpersonal effectiveness. Yet this sensitive and potentially volatile topic may seem daunting to professors whose expertise lies elsewhere. Through discussion and interactive exercises, participants will identify and develop means of supporting secular studies faculty interested in accurately and respectfully addressing religion. We will consider student perspectives, environments, and lessons that foster learning on this heated and vital subject.

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

Research Sessions 3:45 PM – 5:00 PM

Drummond Centre
3:45 PM – 4:20 PM

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

Tara Gray, New Mexico State University

This study examines a program that incorporates daily writing and accountability, as well as weekly feedback from peers, to help scholars become better, more prolific writers. The 93 participants report that they improved their writing and increased their
publication submissions by a factor of 2.7. We asked how this study compares with three other studies and concluded that if daily writing is required and publicly recorded, scholarly writing programs can be scaleable, improve the quality of writing, and increase scholarly output. Happily, this can be done without a large budget, a lot of time or a specially trained staff.

Audiences: All POD members
Topics: Faculty Professional Development, Graduate Student Professional Development, Scholarly Writing

**Authentic Purposeful Design**

*Richard Swan, Brigham Young University; Michael Johnson, Brigham Young University; Thomas Ferrin, Brigham Young University; Alan Wilkins, Brigham Young University*

The purpose of this session is to introduce a qualitative multiple case research study looking at how Authentic Purposeful Design (APD) fits into the larger enterprise of becoming an excellent university professor. Research questions, following a hermeneutic moral realist line of inquiry developed by Yanchar and Slife (2017), are (a) How does Authentic Purposeful Design, as a practice, fit into the moral ecology of university teaching? and (b) What is revealed about Authentic Purposeful Design and teaching at the university when studied from this moral realist perspective? In this session, we will discuss the approach and our research findings to date.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Teaching & Learning, Faculty Professional Development, Research

**It Matters! The Transformative Power of New Faculty Development Initiatives**

*Beth White, Oak Ridge Associated Universities*

Renewed demands for accountability and focus on retention in academia brings instruction in higher education into focus, resulting in renewed interest in educational development in general. Of critical importance for educational developers is the integration of new faculty into the academy. Among educational development initiatives, workshops designed for new faculty remain an avenue...
for integration. While quantitative inquiry and assessment identify various gaps impeding integration of new faculty, this longitudinal study examines new faculty adjustment through a qualitative lens, providing new insight for educational development centers and filling a notable gap in educational development literature.

Audiences: Administrators, Seasoned educational developers
Topics: Programs, Faculty Professional Development, Research

Salon 5
4:25 PM – 5:00 PM

35-Minute Research Session B

The SAGES Program: Creating Graduate Student/Faculty Mentor Teaching Partnerships
Isabelle Barrette-Ng, University of Calgary; Leslie Reid, University of Calgary; Eliana El Khoury, University of Calgary

We developed the SAGES Program (SoTL Advancing Graduate Education in STEM) to support graduate students' development of scholarly teaching practices. This pilot program consists of a semester-long course on scholarly teaching, followed by a semester-long practicum where they apply their learning in an undergraduate course in their discipline. During the practicum, graduate students collaborate with faculty mentors to design and deliver a module in a course. Graduate students and faculty participants in the first year of the program report that collaborative learning and developing a network of practice both promote teaching and professional development for students and mentors equally.

Audiences: Graduate students, post-docs, or those supporting this population, All POD members
Topics: Graduate Student Professional Development, STEM, Faculty Professional Development

Poster Sessions, 3:45 PM – 5:00 PM

ALL POSTERS IN BALLROOM EAST

2017 Donald H. Wulff Diversity Travel Fellowship Posters

Bryan Dewsbury, Assistant Professor, Department of Biology, University of Rhode Island, USA
Teaching Evaluation: Can we measure what really matters?
*Bridget Arend, University of Denver*

We want higher education faculty members to create meaningful and transformational learning experiences, yet our reward structures often discourage time and effort spent on teaching and measure superficial teaching criteria. This poster will showcase results from a study exploring the process and outcomes of creating new guidelines for the promotion and tenure of a new teaching professorial line at a research institution, attempting to focus on meaningful, inclusive, and reflective teaching. Early findings about the process and the outcomes, including challenges, lessons learned, and methods and criteria for demonstrating teaching quality in a more comprehensive way will be shared.

Audience: All POD members
Topics: Research, Teaching & Learning, Administration, Teaching Evaluation

Impacting Faculty Culture: Using Assessment to Guide Culture-Building Initiatives
Barb Bird, Taylor University

In higher education, both financial strain and accountability pressures has often led to heavier faculty workloads and a weakened faculty culture. As an incoming faculty developer who desires to strengthen faculty culture, this presenter did institutional research: thirty-two interviews and a survey of faculty in addition to her institution’s responses to national surveys. This poster presentation will display general results, some preliminary initiatives, and anticipated assessments of these initiatives.

Audience: Administrators, Small colleges and universities
Topics: Assessment, Administration, Programs

Do You Speak Learning? A Shared Language for Faculty Development
Erin DeSilva, Dartmouth College; Michael Goudzwaard, Dartmouth College; Elena Goudzwaard, Dartmouth College; Cindy Tobery, Dartmouth College

Discover how a model of pedagogical knowledge ignited a community of practice, resulting in constructive conversations about effective teaching among diverse campus constituents including faculty developers, librarians, learning designers, administrators and faculty.

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Faculty Professional Development, Teaching & Learning

Faculty and Student Voices: Integrating an Engaged Learning Platform
Elizabeth Dister, Webster University; Carolyn Brown, Webster University

Recent scholarly focus on engaged learning has created new priorities for faculty development, including a focus on student motivation and agency. This project demonstrates the grassroots process used by faculty together with a teaching and learning center to integrate faculty and student voices into a cohesive engaged learning platform, which is now being applied throughout the center’s programming. By combining data from a faculty survey, analyses of student evaluations, feedback from faculty leadership, and research on student engagement, and by connecting engaged learning to institutional priorities, this faculty-sponsored platform provides principles for supporting engaged learning across the institution.
Assessing the Effectiveness of a College Teaching Certificate Program
Erin Dokter, The University of Arizona; Ingrid Novodvorsky, The University of Arizona

Responding to the need for better preparation of future faculty, since 2011 our institution has offered a 10-credit certificate program in college teaching for graduate and post-baccalaureate students. This poster presents preliminary results of a systematic assessment of the program intended for improvement. Data from a subset of the nearly 150 graduates included student work, feedback surveys, demographic and course data, and course evaluations. The logic model, rubrics, student surveys, and other instruments used to plan and implement the program assessment will be shared to inform those at other institutions.

Audience: All POD members, Graduate students, post-docs, or those supporting this population
Topics: Assessment, Graduate Student Professional Development, Programs

Moving Beyond Free Food: Using Digital Badges in Faculty Development
Cindy Gunn, American University of Sharjah

Anecdotal evidence suggests that the offer of "free lunch" is often incentive for faculty to attend professional development events. However, with shrinking budgets and more emphasis placed on research output and less on effective teaching, centers are finding it difficult to attract faculty to participate. In this poster session, the facilitator will discuss her use of digital badges to encourage faculty participation, the faculty's reaction to them, the lessons learned and changes made to the implementation of the badges over the past two years. Attendees will leave the session with suggestions on how to use badges in their own programs.

Audience: All POD members
Topics: Faculty Professional Development, Programs, Teaching & Learning
Positive Impacts of Building Flexibility into GTA Training - What Matters?
**Michelle Hardee, University of South Carolina; Christy Friend, University of South Carolina**

At the University of South Carolina Center for Teaching Excellence, an innovative graduate teaching assistant (GTA) training program was designed to improve upon previous university GTA training attempts. Our program structure incorporated multiple modes of flexibility in student choice of workshop topic, scheduling variety, and delivery method. Qualitative analyses of evaluations, post-training satisfaction surveys and GTA feedback 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, individualized program for GTA teaching and professional development.

Audience: Graduate students, post-docs, or those supporting this population, All POD members
Topics: Graduate Student Professional Development, Assessment, Programs

Teaching and Learning in Multicultural Classrooms: Preparing International Teaching Assistants
**Horane Holgate, Purdue University-Main Campus; Charles Calahan, Purdue University-Main Campus**

International graduate teaching assistants (IGTAs) often times arrive on campus with limited teaching experiences but are expected to teach lab sections or an entire course the first week of school. This presentation describes use of peer learning and intercultural communication strategies employed during a 90 minute orientation session on Teaching in the American classroom to help IGTAs prepare for their instructor role. We present results based on feedback received from approximately 400 IGTAs from 2014-2017. Our presentation describes the process of transforming the session using participants' feedback, challenges IGTAs face, strategies to overcome challenges and reported outcomes from the session.

Audience: All POD members, Graduate students, post-docs, or
The SOAR Project: Redesigning Courses to Impact Student Success

*Johanna Inman, Temple University; Stephanie Fiore, Temple University*

The SOAR (Student-Oriented Active Redesign) Project is an effort to redesign courses that consistently produce high failure rates. While the traditional university response provides support interventions for these struggling students (tutoring, peer mentoring, etc.), the SOAR Project reframes the problem proactively so that possible underlying issues around course content, course design and/or course pedagogy are addressed. Faculty participants attended a three-week Course Redesign Institute, multiple consultations with faculty developers, and instructional technology training sessions. This poster details the project, course interventions, and preliminary results of the impact of SOAR in an ongoing study of redesigned courses.

**Audience:** All POD members  
**Topics:** Teaching & Learning, STEM, SoTL, Programs

Framework for a Teacher-Led, Data-Driven, & Evidence-Informed Approach to Teacher Development


Data employed around teaching excellence in higher education overwhelmingly rely on student course appreciation questionnaires, the production of which can consume considerable resources yet shows a near zero correlation with measures of student learning. Our framework for a teacher-led, evidence-informed and data-driven approach proposes a way to support faculty in engaging with rigorous evidence on the effectiveness and limits of their specific teaching practices using psychometrically validated tools. Requirements for enacting the framework at the institutional level are discussed. Diverse institutions employing coherent policies are presented and an application of the framework to accompanying the
Scaffolding University Instructors' Efforts to Document their Teaching Practices

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

University faculty who choose to document their teaching practices make a promising first step toward improving the learning outcomes of students in disciplines and programs. But faculty members who have never before documented their teaching practices often encounter difficulties in doing so, requiring the support of faculty developers to introduce the process. This poster session draws on faculty developer data generated from individual consultations, workshops, and programs created to help university instructors overcome obstacles to documenting their teaching practices. The data provides faculty developers with opportunities to scaffold the process of documenting teaching practices.

Kick-Starting Faculty Learning Communities: Guided Collaborative Brainstorming to Generate Topics

Kerrie Kephart, University of Maryland Baltimore County

Faculty developers who attend this poster session will learn how a brainstorming process was designed and facilitated to catalyze the development of topics for faculty learning communities. The poster illustrates: 1) conceptual framing for the process; 2) a graphic overview of the six phases of the process, including samples of the work produced in each phase; 3) a synthesis of topic ideas into five themes; 4) data from a survey of participants; and 5) recommendations for adapting this process to other institutions and for extending it to additional purposes.
A TLC Start-up: Inclusive, Concentric Circles of Grassroots Faculty Leaders
Heather Lewis, Pratt Institute

This poster session provides an analysis of, Assessment for Learning, a 2-year initiative designed to inform the start-up of a teaching and learning center at Pratt Institute. The initiative serves dual purposes: 1) to provide insights about TLC design based on formative and summative assessment of the initiative 2) to launch, sustain and expand inclusive, concentric circles of faculty grassroots leadership of faculty development and SoTL. The initiative’s assessment component not only informs future center programming and approaches but offers lessons about how to most effectively integrate assessment into the center’s culture and operations from the beginning.

Audience: New/recent educational developers (5 years or less), Faculty (conference attendees who are faculty and also part-time developers)
Topics: Organizational Development, Faculty Professional Development, Assessment

What Works? Assessment Outcomes of Three Faculty Enhancement Programs
Marilyn Lockhart, Montana State University; Kenneth Silvestri, Montana State University

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, longitudinal and behavioral assessments are not as common. This poster will display the methods and instruments used to conduct a longitudinal assessment of three programs 1) Early Career Mentoring, 2) Instructional Innovation Grants, and 3) Faculty Excellence Grants. Outcomes include information about behavioral outcomes in addition to usual satisfaction data. The poster presenters designed and conducted the assessments and evaluated them as relatively easy and fast to administer and tabulate results.
Creating a Faculty Development Initiative for Large Class Instructors

Danielle Lusk, Virginia Tech; Tiffany Shoop, Virginia Tech

Given the resource challenges facing higher education, the proclivity of large classes is likely to remain unchanged. For instructors of large classes, there come a variety of challenges that can be addressed with faculty development. For individuals working in faculty development, the question we must ask is how can we prepare faculty to face these challenges? In this poster session, the presenters will discuss a multi-pronged approach at xxxx (institution name removed) designed to assist faculty teaching classes with a large number of students. The presenters will also share how their approach has changed since implementing this large class initiative.

PowerPoint Revisited: Assertion-Based Approach & Universal Design for International Students

Sara Mathis, Auburn University

International students overwhelmingly choose to study in the United States. For some students, this poses a challenge when it comes to learning to comprehend in English. The adjustment can be difficult because instructors use different teaching methods, one being the use of PowerPoint. As designed PowerPoint does not promote comprehension because of the absence of multimedia learning theories, but using the assertion based approach, professors can utilize scientifically researched design principles that improve student comprehension. Coupled with the use of universal design principles, which activate multiple means of representation, faculty are able to move international students to the comprehension level.

Audience: Faculty (conference attendees who are faculty and also part-time developers)
Topics: Teaching & Learning, Diversity, Faculty Professional Development
Faculty Learning Experience with IMPACT Grants
Sara Nasrollahian Mojarad, University of Tennessee, Knoxville; Tam'ra Kay Francis, University of Tennessee, Knoxville; Taimi Olsen, University of Tennessee, Knoxville

This poster will present the results from a qualitative study on faculty learning during the implementation of the IMPACT grant project. The data includes participant information as well as interview and program analysis conducted by our Teaching and Learning Center.

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

TA Peer Mentoring: Engaging Novices in a Community of Practice
Corrie Pieterson, The Ohio State University

Teaching Assistants (TAs) bring a diversity of experiences to the classroom. Peer mentoring among TAs draws upon this diversity to foster synthesis of new ideas, a reflective approach to teaching, and adoption of evidence-based teaching practices. We used backward design to enhance an underutilized peer mentoring program within a broader professional development program for TAs. Participation in peer mentoring has increased, and we are using multiple assessments to evaluate the impact of mentoring on novice TAs. We will discuss how our approach to enhancing peer mentoring can be applied to other departments and contexts.

Audience: Graduate students, post-docs, or those supporting this population, All POD members, Those Supporting Novice Teachers
Topics: Graduate Student Professional Development, Programs, Assessment

Understanding Instructors' Conceptualization of Course Design to Enhance Faculty Development
Audriana Stark, University of New Mexico; Gary Smith, University of New Mexico; Julie Sanchez, University of New Mexico

A phenomenographic (qualitative) study at a research university identified five categories of description for how STEM instructors conceptualize the design/redesign of courses. These range from individual perceptions of (1) what to teach; (2) how to teach; and (3) reflection on teaching; to engagement with communities either (4) in
a department to align course design; or (5) across the institution and beyond to align goals and leverage resources. The results suggest that faculty developers not only have the potential to develop individual teachers but to stimulate networks that are of value to instructors.

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Faculty Professional Development, Teaching & Learning, STEM

Specifications Grading Case Study: Promoting Deeper Student Learning That Matters
Sharon Ultsch, University of Vermont; Lizzy Pope, University of Vermont; Holly Buckland Parker, University of Vermont

Grading is a perennial challenge for instructors. The time to grade and the constant haggling over points with students strains an already over-committed faculty. How do we mitigate this drain on faculty time and energy? More importantly, how do we know if the grade awarded actually reflects what a student has learned in the course? These questions prompted our investigation into "specs grading." Using a mixed methods case study research design for a large Nutrition class, we explored if specs grading would not only increase student engagement with course materials but also help students meet the course's learning outcomes.

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Assessment, SoTL, Teaching & Learning

Transforming STEM Faculty through Evidence-Based Teaching and Growth Mindset
Rong Wang, Indiana University; Joan Middendorf, Indiana University

As of 2012, a majority of STEM faculty primarily lecture although it is not as effective as more engaging techniques (Hurtado, Eagan, Pryor, Whang, & Tran, 2012). Concerned about this, the NSF has funded a 9-university effort to transform STEM departments. This poster will analyze the theoretical frameworks being tested at one university to transform STEM teaching and the process for supporting faculty as they try new methods. Developing "growth mindset" vis-à-vis teaching can encourage faculty to see teaching
skills as malleable and developable over time (McCrickerd, 2012). The program assessment utilizes a multi-methods approach.

Audience: Faculty (conference attendees who are faculty and also part-time developers), All POD members
Topics: STEM, Teaching & Learning, Assessment

A Start-up Program for International Educational Developers
Erping Zhu, University of Michigan, CRLT; Matt Kaplan, University of Michigan, CRLT; Mary Wright, Brown University

We will share lessons from a start-up educational development program for international developers. Created using agile learning principles, the program prepares international faculty developers to establish or run successful centers in local contexts. The poster will include data from program evaluations to explain the impact of the program on teaching centers' practices, services, and programs for creating a culture of teaching excellence in a very different context. Finally, we will raise questions for deeper discussion about transferability of faculty development principles and practices across institutions and cultures and how our work could inspire changes in higher education institutions.

Audience: All POD members
Topics: Start-up, Faculty Professional Development, Organizational Development

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

7:00 PM – 8:30 PM POD Network Awards Dinner, Ballroom Centre/West

8:30 PM – 12:00 PM Karaoke / Dance Party, Ballroom East

Saturday, October 27

Saturday’s Highlights

9:00 AM – 10:15 AM Committee/SIG Meetings (various locations)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:00 PM – 1:00 PM</td>
<td>Networking Lunch / Membership Meeting (Ballroom Centre/West)</td>
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<tr>
<td>1:00 PM – 2:45 PM</td>
<td>CRLT Players (Ballroom Centre/West)</td>
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<th>Time</th>
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<tr>
<td>6:00 AM – 7:00 AM</td>
<td>6:00-7:00 Yoga, Jarry and Joyce</td>
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<td>7:00 AM – 7:45 AM</td>
<td>Meditation, Salon 7</td>
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<td>7:00 AM – 7:30 AM</td>
<td>Running (2 mile route)/Walking, Lobby</td>
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<tr>
<td>7:00 AM – 8:45 AM</td>
<td>Conference Breakfast, Ballroom Centre/West</td>
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<td>7:30 AM – 8:45 AM</td>
<td>To Improve the Academy Editorial Board Meeting, Salon 8</td>
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<td>7:30 AM – 5:00 PM</td>
<td>International POD Attendees Gathering, Salon 2</td>
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<tr>
<td>5:00 PM – 5:45 PM</td>
<td>Running (3.5 mile route), Lobby</td>
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<tr>
<td>6:00 PM – 7:00 PM</td>
<td>Special Session: “Supporting Our Campuses in Politically Fraught Times,” Ballroom East</td>
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### Committee and Special Interest Group Meetings 9:00 AM – 10:15 AM

- **Drummond East**
  - Adjunct/Part-Time Faculty SIG (Ann Coburn-Collins and Teresa Focarile)
- **Drummond Centre**
  - Scholarship of Teaching & Learning (SoTL) SIG (Hillary Steiner)
- **Drummond West**
  - STEM SIG (Elizabeth C. Harris)
- **Kafka**
  - Membership Committee (Roben Torosyan)
- **Lamartine**
  - Small Colleges SIG (Jason Craig)
- **Musset**
  - Awards and Recognition Committee (Donna Ellis)
- **Salon 1**
  - Diversity Committee (Cameron Harris and Cheryl Richardson)
- **Salon 2**
  - Finance Committee (Victoria Bhavsar)
- **Salon 3**
  - Graduate student, Professional student, & Postdoctoral scholar Development (GPPD) SIG (Katherine Kearns and Kristi Rudenga)
- **Salon 4**
  - Professional Development Committee (Kathryn Cunningham)
- **Salon 5**
  - Mindfulness & Contemplative Pedagogy SIG (Kelsey Bitting and Michael Sweet)
- **Salon 6**
  - Teaching with Technology SIG (Georges Detiveaux)
- **Salon 8**
  - History Committee (Kathryn Plank)
- **Salon A**
  - Scholarship Committee (Eli Collins-Brown)
Salon B  
External Partnerships and Outreach Committee (Carol Hurney and Mary Wright)

Salon C  
Electronic Communications and Resources Committee (Raj Chaudhury)

Ballroom Foyer  
10:15 AM – 10:45 AM  
Coffee Break

Interactive Sessions 10:30 AM – 11:35 AM

Drummond East  
10:30 AM – 11:45 AM  
Instructor Engagement Strategies for Distance Education Professional Development

Sponsored by:  
University of Wisconsin

Karen Skibba, Online Faculty Development Manager, Distance Education Professional Development, University of Wisconsin–Madison

Helping instructors transition to online can be difficult, especially if your institution does not have the resources to focus on online faculty development. This session will share a variety of methods, from micro-courses to learning communities, to transform course design and teaching for instructors from a variety of institutions and disciplines. Best practices will be shared on how to engage instructors with new pedagogical strategies and instructional technologies, including creating online presence to personalize learning and providing reflective and experiential activities to make the content practical. Attendees will gain ideas to inspire instructors to teach and design quality online courses.

Drummond West  
10:30 AM – 11:45 AM  
Prioritizing the Educational Development Competencies that Matter: Learning from the POD INFD

Chris Price, SUNY Center for Professional Development; Kathryn Cunningham, Embry-Riddle Aeronautical University

This session will address the competencies needed to be an effective educational developer. Participants will reflect on their experience and identify the skills, abilities, and knowledge needed for their own professional development. They will leave this session able to be more strategic about the other sessions they attend at the POD meeting and hopefully be more effective developers in the long term. Participants will also learn how the curriculum for the 2017 POD Institute for New Faculty Developers was created and how it
was received by the Institute attendees.

Audience: All POD members
Topics: POD Professional Development

**Kafka**
10:30 AM – 11:45 AM

**Strategies for Supporting Faculty Teaching & Scholarship: A Speed-Dating Showcase**

*Michael Reder, Connecticut College; Gary Hawkins, Warren Wilson College; Jyl Gentzler, Amherst College; Amber Handy, Mississippi University for Women; Susan Pliner, Hobart and William Smith Colleges; Jeffrey Dodd–Gonzaga University; Mays Imad, Pima Community College; Melissa Himelein, UNC Asheville; Sarah Lashley, Centre College; John Zubizarreta, Columbia College; Steven Volk, Oberlin College; Ken Jones, The College of Saint Benedict and Saint John’s University*

This perennially popular, dynamic session showcases ten selected programs or workshops that best support either faculty teaching or faculty scholarship from a range of small campuses or small CTLs. Each program has been chosen for its innovation, effectiveness, and potential transferability. Participants will move through the room "speed-dating" style and glean one-page overviews of each program that highlight its goals, theoretical basis, and important practical details. Support materials for each workshop will be available online. You've heard all the hype now come and experience the fun, chaos, and learning yourself!

Audience: All POD members, Small colleges and universities
Topics: Programs, Faculty Professional Development, POD Professional Development, UnConference

**Lamartine**
10:30 AM – 11:45 AM

**Centralizing Faculty Resources in a Complex Multi-Campus System**

*Judy Lightner, Kent State University; David Dees, Kent State University; Joshua Bird, Kent State University; Jennifer Marcinkiewicz, Kent State University; LeighAnn Tomaswick, Kent State University*

"I didn't know our university had this service." This simple statement can cause many sleepless nights for faculty developers. In larger institutions, resources housed in different locations lead to underutilization and diminished impact. This session outlines the
steps for creating and maintaining a digital faculty portal that provides access to university support services. Using the National Information Standards Organization's (2007) framework for quality digital collections as a guide, this session outlines steps in portal construction, implementation considerations, and assessment strategies to measure impact. Participants will leave this workshop with strategies for creating a resource that matters to faculty.

Audience: All POD members, Large colleges and universities
Topics: Start-up, Faculty Professional Development, Programs

Mussett
10:30 AM – 11:45 AM

Research-Based Assessment of High-Impact Programs: Keys to Reporting Center Impact
Kimberly Kenyon, Cornell University

Assessing the impact Center programs have on participants’ opinions, outlook, and practices can be a challenging process. How do you identify which of your programs to assess? How do you frame, staff and execute a research-based assessment process that evaluates your high-impact program efforts? How do you assess the impact on student learning? Facilitators will use brainstorming, concept mapping, discussions, and action planning to engage participants in an examination of research-based methods for assessment of impact, to identify opportunities and roadblocks associated with assessing high-impact programs and to develop a research-based action plan for their institution.

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

Salon 1
10:30 AM – 11:45 AM

"My Perspective Deeply Matters": Promoting Equity through Student-Faculty Partnership
Alison Cook-Sather, Bryn Mawr College; Elizabeth Marquis, McMaster University

This interactive session focuses on what "mattering" means to students who are traditionally underrepresented in institutions of higher education and who choose to participate in pedagogical partnerships focused on promoting equity. Drawing on critical race theory, other arguments for attention to the experiences of members of marginalized groups, and data from studies conducted at a US college and a Canadian university, the session will offer participants the opportunity to discuss how students who identify as members of equity-seeking groups experience participating in student-faculty partnership and how such partnerships can contribute to the
development of more egalitarian and inclusive learning communities.

Audience: Faculty (conference attendees who are faculty and also part-time developers), Seasoned educational developers
Topics: Diversity, Faculty Professional Development, SoTL

**Salon 2**
**10:30 AM – 11:45 AM**

**When Experience Comes First: Creating Post-Baccalaureate Pathways to Educational Development**  
*Melanie Bahti, Bryn Mawr College; Sophia Abbot, Trinity University*

Two educational developers who entered the field immediately after receiving bachelor's degrees will discuss our current work in educational development, and the ways the centers in which we work have made space for the unique skills post-baccalaureate staff can contribute. In this session we question the relationship between access, credentials, and credibility: Whose expertise and viewpoints matter? How are certain voices established as valid? Participants will engage with the perspectives of post-baccalaureate educational developers from a range of institutions and brainstorm how similar roles might complement and expand their existing center structures.

Audience: Administrators, Center Directors
Topics: Diversity, Programs

**Salon 3**
**10:30 AM – 11:45 AM**

**Asking Questions About Learning: Taking a Scholarly Approach to Teaching**  
*Lauren Woods, Northwestern University; Nancy Ruggeri, Northwestern University*

Addressing a call for instructors in higher education to take a more scholarly approach to teaching and learning, we encourage instructors to adopt practices that collect evidence about student learning. This results in ways to both systematically assess student learning and evaluate teaching practice. In this interactive session, we will illustrate how we encourage future faculty to take a scholarly approach to teaching and learning through our yearlong teaching certificate program, where we ask them to pose a small question about their teaching or students' learning. During this session, participants will engage in activities and critique products from this program.

Audience: Graduate students, post-docs, or those supporting this population, All POD members
Topics: Graduate Student Professional Development, Programs

**Salon 4**

**Supporting Faculty in New Active Learning Spaces**
10:30 AM – 11:45 AM  
Kelly Scholl, Indiana University; Matt Barton, Indiana University

As more active learning classrooms are designed and deployed on campuses, faculty developers must find effective ways to support instructors who teach in these new spaces. In this workshop, faculty developers from Indiana University will share specific examples of ways to address the faculty support in active learning classrooms that positively impact student learning. We will also reflect on the successes and lessons learned from our earliest efforts. Participants will have the opportunity to brainstorm, discuss, and revise how they support faculty in new spaces and collaborate on methods for enhancing their current practices.

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

Salon 6  
10:30 AM – 11:45 AM  
5 Ways to Engage: Connecting Adjunct Faculty to Campus  
Leslie Gusching, Cuyahoga Community College; Danielle Budzick, Cuyahoga Community College

It is critical to develop and engage adjunct (part-time) faculty at Cuyahoga Community College. Ongoing efforts have been made to connect adjunct faculty to campus, including providing robust support and professional development just like their full-time faculty counterparts. Learn about five success stories of methods used at the Westshore Campus of Cuyahoga Community College. Learn about how the campus identified needs of adjunct faculty, implemented engagement strategies and initiatives, and evaluated success. Then join us in discussion and an activity to identify opportunities to implement adjunct faculty engagement initiatives on your own campus.

Audience: Community colleges, All POD members  
Topics: Adjunct Professional Development, Administration, Organizational Development

Salon 8  
10:30 AM – 11:45 AM  
Increasing Your Impact by Enhancing Your Boundary Spanning  
Ellen Goldman, George Washington University; Phyllis Blumberg, University of the Sciences

Boundary spanning refers to those in roles linking parts of organizations internally and externally. Organizations are challenged with vertical, horizontal, demographic, geographic and stakeholder boundaries that must be effectively spanned to let information in to
improve organizational performance, and to let information out to enhance the external view of the organization. Higher education developers may boundary span across departments and schools, and with other institutions. This session will use theory and research on boundary spanning leadership to help attendees discuss, assess and reflect on their current strengths and opportunities for using boundary spanning techniques to impact organizational direction and alignment.

Audience: All POD members
Topics: Organizational Development, POD Professional Development, Faculty Professional Development

**Salon A**
10:30 AM – 11:45 AM

**Taking it on the Road: Cross-Institutional Collaborative Faculty Development Rocks!**
*Cher Hendricks, University of West Georgia; Jesse Bishop, Georgia Highlands College; Denise Domizi, University System of Georgia; Rod McRae, University of West Georgia; Marina Smitherman, Dalton State College; Jordan Cofer, Abraham Baldwin Agricultural College*

Supported by our statewide University System, we are unique in having a built-in consortium of faculty developers from 28 institutions. Within this, a smaller group of CTL Directors established a cohort to deliver faculty development "on-the-road" aligned primarily with two statewide initiatives: AAC&U's Liberal Education and America's Promise (LEAP) and the Gateways to Completion (G2C) project. In this interactive session, we describe how we have leveraged relationships with each other and our areas of expertise to offer traveling faculty development workshops in transparency in learning and teaching, metacognition, high impact practices and pedagogy, and a number of other areas.

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

**Salon B**
10:30 AM – 11:45 AM

**Structures that Help Faculty Design High-Impact Group Discussion Activities**
*Michael Sweet, Northeastern University*

The "4-S" activity design framework lies at the heart of Team-Based Learning (TBL)--a unique collaborative learning approach that is enjoying widespread adoption across disciplines and around the
world. While 4-S activities are powerful learning experiences, they can be challenging to design and to help others design. This workshop will describe the 4-S framework, share several templates to help simplify and accelerate the design of 4-S activities, and include an additional activity that's been used in both face-to-face and online workshops to help participants produce higher-quality 4-S activities. Finally, we'll discuss tracking the impact of activities that our faculty clients produce.

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

Salon C
10:30 AM – 11:45 AM

Space Matters, But It's No Guarantee: Reconceptualizing Active Learning Classrooms
Jason FitzSimmons, Purdue University; Karen Neubauer, Purdue University

Adoption of student-centered learning has spurred new construction of or re-modeling into Active Learning Classrooms (ALCs). But an ALC alone does not guarantee that active learning strategies will be used effectively, nor does the absence of an ALC mean no active learning can take place. This session will use the physical space as an interactive “sandbox” to: a) experience different classroom settings, b) challenge assumptions about ALCs, and c) reconceptualize any classroom as an active learning space. Facilitators will share strategies developed to assist faculty teaching in traditional and ALC-designated classrooms, including Purdue's new Wilmeth Active Learning Center (WALC).

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

Roundtable Sessions 10:30 AM – 11:45 AM

Hemon
10:30 AM – 11:45 AM

Scaffolding SoTL Programming for Greater Impact
Shannon Sipes, Indiana University; George Rehrey, Indiana University

In their recent book, Beach, Sorcinelli, Austin, & Rivard (2016) present the results of a national survey of educational developers in the US and Canada. The results of this survey include a description
of the issues currently addressed by educational developers, signature services, and services teaching center directors would expand with more resources. SoTL is the highest rated service that directors would expand with more resources. During this session, participants will share their own current and past SoTL efforts, learn about efforts on other campuses, and collectively brainstorm approaches to scaffold programming to more intentionally develop SoTL practitioners.

Audiences: All POD members
Topics: SoTL, Faculty Professional Development

**Jarry**
**Room for Reflection: Cultivating Faculty Reflective Practice**
*Suzanna Klaf, Columbia University; Christine Simonian Bean, Columbia University; Amanda Irvin, Columbia University*

When we ask faculty to engage in reflective practice, our goal is to create change that improves student learning. The connection between reflection and meaningful change can be elusive, however. The session conveners will share their experiences facilitating a seminar that made room for reflection at a research university. Together, we will reflect on our efforts to scaffold reflective practice through our various Center offerings. We will interrogate: how do we cultivate reflective practitioners? How do we help faculty see the value of reflective practice? How can we assess the impact of their growth as reflective practitioners on student learning?

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Teaching & Learning, Faculty Professional Development, Assessment

**Joyce**
**The Open Classroom Initiative: Faculty Visiting Faculty Teaching**
*Bennett Goldberg, Northwestern University; Nancy Niemi, Yale University; Joshua Eyler, Rice University*

Open classroom initiatives are coordinated events lasting from a few days to a week where faculty open their classrooms to colleagues and visit and observe each other's teaching. They are intended to promote low-stakes, non-judgmental teaching observations independent of any assessment. Open classroom initiatives seek to
raise faculty awareness of different teaching and learning methods, techniques, and philosophies in different contexts, to foster pedagogical conversations and to make teaching more transparent and public. Join us to hear stories of these programs at three major universities.

Audiences: All POD members, Seasoned educational developers, Faculty
Topics: Faculty Professional Development, Organizational Development, Programs

Salon 7
10:30 AM – 11:45 AM

Social Equity in Pedagogy: Practices For Creating Inclusive Classrooms
Nicole Martin, University of Kentucky; Ashley Sorrell, University of Kentucky

Shifting student demographics have led to increased attention toward the way race, gender, socioeconomics, ability and sexuality are discussed in postsecondary educational institutions. Despite this need for awareness, students vary widely in how they respond to discussions of systemic inequities in the classroom with many growing silent or defensive. Unfortunately, little research exists on best practices for navigating these types of conflict. This roundtable explores the challenges faced by teaching and learning centers who partner with faculty to create inclusive classroom spaces. Participants will discuss successful initiatives and potential strategies for research and program development.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Diversity, Teaching & Learning, Faculty Professional Development

Research Sessions 10:30 AM – 11:05 AM

Drummond Centre
10:30 AM – 11:05 AM

Faculty Perspectives on Teaching for Political and Civic Learning
Inger Bergom, Tufts University

Higher education is responsible for educating students for active citizenship and political participation, and faculty are key players in achieving these outcomes. However, classroom discussions of
politically-charged topics are challenging and carry risks, especially in today's highly polarized political climate. How does the wider political climate affect teaching? Through surveys and interviews, this study explores faculty perceptions of their teaching and roles as these relate to student political and civic learning. Findings are summarized and session participants are invited to share ideas for how educational developers can support faculty in teaching for political and civic learning and engagement.

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

Drummond Centre
11:10 AM – 11:45 AM

If You Build It, Will They Come?
Paul Gebb, Oklahoma City University; Ashley Riddle, Oklahoma City University

How do we make faculty development more accessible and its impact measurable? This research session introduces one solution: An online Faculty Development Hub, which automates feedback and certification processes, while providing schedule-friendly access to faculty development workshops. This research session will introduce the creation process, elements of design, assessment strategies, and outcomes from the early stages of implementation. Research strategies are built upon outcomes-based levels of assessment measuring the impact and effectiveness of faculty development programs (Chalmers & Gardiner, 2015; Cilliers & Herman, 2010; Stes et al., 2010). An LMS can facilitate FD tracking, reflection, and collecting artifacts of change.

Audiences: All POD members, Small colleges and universities
Topics: Research, Faculty Professional Development, Assessment

Salon 5
10:30 AM – 11:05 AM

How Teaching Centers Can Bridge Gaps in Teaching Assistant Development
Cara Worick, University of Kentucky; Ashley Sorrell, University of Kentucky

The research on graduate teaching assistant (TA) training shows that graduate students feel underprepared for their teaching roles in the classroom. This literature addresses the gaps in TA training and the need for more pedagogical instruction within the graduate
curriculum. This research session moves the scholarship on this topic forward by presenting findings from a qualitative study conducted among Directors of Graduate Studies (DGS) and TA Coordinators. We will share and discuss the barriers that emerged through interviews with DGSs/TA Coordinators, and how they believe teaching and learning centers can better support them prepare TAs for the classroom.

Audiences: All POD members, Large colleges and universities
Topics: Research, Graduate Student Professional Development, Teaching & Learning

Salon 5
11:10 AM – 11:45 AM
35-Minute Research Session B

Preparing future faculty: The scholarship of mentorship as reflective praxis
*Kathy Takayama, Northeastern University*

This presentation articulates how understanding the construct of mentorship through direct empirical research can enhance graduate student professional development in mentoring skills and practices. To address the paucity of formal, experiential mentorship training for future faculty, we applied models derived from the scholarship of teaching and learning toward the development, implementation, and analysis of a graduate student program on reflective mentorship. Qualitative analysis of interview transcripts, discussions, and artifacts have revealed key conditions and professional development categories that play a formative role in productive mentor-mentee relationships and mentorship identity formation. Frameworks for transferable models to other centers will be presented.

Audiences: All POD members, Graduate students, post-docs, or those supporting this population
Topics: Graduate Student Professional Development, SoTL, Mentorship

Ballroom Centre/West 12:00-1:00

Networking Lunch/Membership Meeting

CRLT Players 1:00 PM – 2:45 PM
**Ballroom Centre/West**  
1:00 PM – 2:45 PM

**Special Session**

**Cuts: Responding to Student Climate Concerns**  
*CRLT Players*

**About the CRLT Players:**  
The CRLT Players are nationally recognized for their work using theatre to spark dialogue among university faculty, graduate student instructors, and administrators on issues of teaching and learning and faculty climate.

**About the theatrical session:**  
Though many universities aspire to cultivate a climate that is welcoming to the members of their diverse student, faculty, and staff bodies, we know that the lived experiences of many in our communities don’t always align with these aspirations. In this CRLT Players session, “*Cuts: Responding to Student Climate Concerns,*” participants will think together about the many forces that shape campus climate and work toward developing or refining a skill set that will allow them to respond productively and compassionately to individuals who have negative experiences of climate at their universities.

The CRLT Players will host an optional follow-up conversation from 3:00 to 4:15 in the Ballroom Centre/West for conference attendees who want to discuss building a welcoming campus climate in light of the presentation.

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

**Coffee Break**

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

**Ballroom East**  
3:00 PM – 4:15 PM

**MOOC-Centered Learning Communities for Graduate Student Professional Development**  
*Derek Bruff, Vanderbilt University; Henry (Rique) Campa III, Michigan State University; Bennett Goldberg, Northwestern University*

Widespread professional development for graduate students and postdocs in teaching and learning is challenged by limited resources, disciplinary differences, and the low value placed on teaching in many departmental cultures. We present a model of scaling preparation in evidence-based teaching using local learning communities integrated with MOOCs that meet weekly in and across
departments. In this workshop, we will explore the elements of these successful MOOC-Centered Learning Communities, discuss feedback from facilitators around the country, and develop plans for adapting this model within your context for preparing graduate students and postdocs to be effective teachers.

Audiences: All POD members, Graduate students, post-docs, or those supporting this population
Topics: Graduate Student Professional Development, Faculty Professional Development, Programs, STEM

Drummond East
3:00 PM – 4:15 PM
Interdisciplinarity in Theory and Practice: Implications for Curriculum Development
Kate Hamilton, Boston University

"Interdisciplinarity" is a buzzword in higher education, and interdisciplinary educational experiences have increased exponentially in the past 15 years. Yet even advocates of interdisciplinarity recommend caution regarding the definition and implementation of such experiences. How do (or should) interdisciplinary and disciplinary learning objectives differ? What pedagogical strategies support these outcomes and how can we measure their impacts? Reflecting these challenges, our benchmarking study of 18 institutions suggests that educational experiences labeled as "interdisciplinary" rarely meet the high standards espoused in education literature. Our session will engage colleagues to discuss these questions and consider implications for course design and educational development.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Faculty Professional Development, Assessment, Teaching & Learning

Drummond West
3:00 PM – 4:15 PM
Reaching for Realism: Toward an Authentic Model for Evaluating Writing
Meg Van Baalen-Wood, University of Wyoming

In Spring 2017, I implemented a grading model in a sophomore-level professional writing course called Specifications Grading. In contrast to most traditional grading models, Specifications Grading values a mastery model of learning that emphasizes process and revision, shifting the focus of evaluation from performance to learning. In addition to emulating real-world evaluation models, Specifications Grading leverages student choice and intrinsic motivation and enables instructors to focus grading on providing constructive feedback and coaching instead of justifying a grade. This workshop will model an introductory Specifications Grading workshop for faculty who teach writing in both writing programs and disciplinary
courses.

Audiences: Faculty (conference attendees who are faculty and also part-time developers), Seasoned educational developers
Topics: Teaching & Learning, Faculty Professional Development

Kafka
3:00 PM – 4:15 PM

Podcasts that Matter: Extending the Reach of Our Center
Claire Lamonica, Illinois State University; James Gee, Illinois State University

For our busy faculty, professional development sometimes has to be squeezed in to the strangest moments of their day; while cleaning up the kitchen after dinner, for example. (True story!) Come learn how we created the conditions for that to happen through the regular dissemination of of "Let's Talk Teaching," a podcast for faculty in higher ed. Before you leave the session, you'll not only have benefited from our "lessons learned," but you'll also have started to create a podcast of your own!

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

Lamartine
3:00 PM – 4:15 PM

Faculty Development and The Whole Professor
Julie Sievers, Southwestern University; Allison Adams, Emory University; Adrienne Christiansen, Macalester College

Most faculty are asked to excel not just in teaching, but also scholarship, service, and academic leadership roles. Many struggle with these expectations. At career transitions, they often lack desired mentorship. Underrepresented groups may face even greater challenges in achieving teaching, service, and research goals. We argue that there are distinct benefits to an educational development approach that serves the whole professor—as teacher, scholar, writer, academic leader, citizen, and mentor. Session participants will identify their own needs and opportunities to support the whole professor, learn about models from both large and small universities, gain strategies, and leave with essential resources.

Audiences: Small colleges and universities, Large colleges and universities
Topics: Faculty Professional Development, Programs, Assessment

Salon 1
3:00 PM – 4:15 PM

Antiracist Educational Development: Strategies that Decrease Implicit and Explicit Biases
Eric Kyle, Nebraska Methodist College

As evidenced by recent race-related acts of violence, racism continue to be a major issue. While many educators reportedly embrace a "color-blind" approach to teaching by attempting to treat
all students equally, it is asserted that such approaches neglect implicit biases that are embodied by institutions, teachers, and students alike. For instructors and educational developers wanting to help transform both implicit and explicit biases, a challenge remains in knowing which strategies are most likely to accomplish this. This session will provide a framework for understanding biases and three sets of evidence-based strategies that have been found to decrease racial bias.

Audiences: Faculty (conference attendees who are faculty and also part-time developers), Seasoned educational developers
Topics: Diversity, Teaching & Learning, Faculty Professional Development

Salon 2
3:00 PM – 4:15 PM

Reviving Your Why: Aligning Your Personal and Professional Values
Traci Stromie, Kennesaw State University; Josie Baudier, Kennesaw State University; Jerod Quinn, University of Missouri; Christopher Grabau, Saint Louis University

In order to bring ourselves more fully into our work as educational developers and instructors we need to understand how our passions and influences can reaffirm our professional purpose, renew our relationship to our work, and reveal areas for growth and development. In this session we will explore Simon Sinek's idea of how identifying and communicating your "why" can help you become more inspired and fulfilled (2009), what it means to live an undivided life (Palmer, 1998), and what role "values, meaning, and purpose in life" might play in our work and teaching (Palmer & Zajonc, 2010).

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

Salon 4
3:00 PM – 4:15 PM

Scaffolds and Hashtags for Deeper Engagement in Online Discussions
Travis Thurston, Utah State University

Creating and facilitating engaging and effective online discussions is an ongoing challenge for instructors and instructional designers alike. Students can often feel lost in what to post, or simply lack depth in comments to their peers. This session will focus on the "Digital Power-ups" concept to reinvigorate your online discussions whether for online, blended or flipped model courses. Add more depth to your discussions through the use of scaffolding, and ignite more engagement in your content and conversations through the use of Digital Power-ups in both posts and comments.

Audiences: Instructional technologists and technology integration specialists, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Faculty Professional Development, POD Professional Development
Riding the S-Curve: Educational Developers Across Stages of Organizational Learning
Amy Chan Hilton, University of Southern Indiana; Laura Cruz, Tennessee Tech University

Our field is now in the age of organizational development, with an emphasis on how the work of our centers aligns with the larger picture of the institution and across higher education. We will explore developmental theories of organizational learning, focusing on how the critical adaptation of frameworks can enhance the work we do, both locally and across the field. Participants will engage in defining developmental stages that "matter" for the long-term goals of both individual centers and the field as a whole. Activities will draw from design thinking tools, which emphasize divergent and creative thinking.

Audiences: New/recent educational developers (5 years or less), Seasoned educational developers
Topics: Start-up, Organizational Development, Administration

Size Matters: Reframing Educational Development When Restructuring the Small College
Kim Middleton, Mount Saint Mary's University - Los Angeles; Gary Hawkins, Warren Wilson College; Kevin Gannon, Grand View University

We work in an era of mortal pressures on the small college. Rising tuition, shrinking enrollments, cultural shifts attacking "the value of a college degree"—all contribute to a dire final assessment. In such circumstances, educational developers are positioned to bridge the gap between the faculty's points of engagement (students, courses, curriculum, research) and the institution's economic and strategic exigencies. Facilitators will guide individual reflection on three pivotal institutional exercises (strategic planning; program prioritization; visionary change). With approaches from Bolman and Deal's Reframing Organizations, attendees will shape their organizational analyses into preliminary action plans before leaving the session.

Audiences: Small colleges and universities, All POD members
Topics: Organizational Development, POD Professional Development

Supporting Faculty Research on Active Learning Classrooms
Tracey Birdwell, Indiana University; Kalani Craig, Indiana University Bloomington; Andy Buchenot, Indiana University–Purdue University Indianapolis

Colleagues and universities are increasingly building active learning classrooms, but research on these spaces remains in its nascent stages. Instructors at Indiana University are contributing to the growing literature on active learning classrooms as participants in the Mosaic Faculty Fellows Program. A faculty developer will describe how Program participants are supported in their research
and will share a brief overview of their research topics. Two instructors from the Program will discuss their own separate research projects and their experiences engaging in research on active learning classrooms as part of the Program.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Faculty Professional Development, Teaching & Learning, Technology, Active Learning Classrooms

Salon B
3:00 PM – 4:15 PM

Using Metacognition to Reframe our Thinking about Teaching and Learning Styles
Hillary Steiner, Kennesaw State University; Stephanie Foote, Kennesaw State University

Despite a lack of scientific evidence to support the idea that individuals have distinct learning styles, the learning style myth persists, embraced by many instructors in an effort to respond to visible learning differences among students. However, other well-researched constructs like metacognition may prove to be much more useful as we seek to capitalize on our individual cognitive differences. In this session facilitators and participants will examine research on learning styles and metacognition, reflect on their own approach to pedagogy, and share ideas for promoting metacognitive teaching and learning as an alternative to learning styles.

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

Salon C
3:00 PM – 4:15 PM

The Unworkshop: Addressing What Matters Most to Faculty
Paul Martin, MacEwan University; Carolyn Ives, MacEwan University; Daniel Braun, MacEwan University

Unconferences such as THATCamp enable attendees to create the agenda and the content for an entire conference on the fly. An unworkshop works in a more concentrated but equally responsive way to address what participants determine to be their most pressing concern at that moment. In this highly interactive session we will co-create an entire unworkshop. Following our unworkshop experience, we will discuss how educational developers and instructional faculty alike can use this approach in teaching and learning centres and classrooms to increase faculty and student engagement, foster deep learning, and address what matters most to those in the room.

Audiences: All POD members
Topics: Faculty Professional Development, POD Professional Development

Roundtable Sessions 3:00 PM – 4:15 PM
Hemon
3:00 PM – 4:15 PM
Faculty Development Program Assessment at Small Colleges
Chris Garrett, Nevada State College

In this roundtable session we will discuss approaches to assessing faculty development programs at small colleges. These approaches will include best practices as well as those utilized by attendees. We will consider how those small colleges and/or faculty development programs with minimal staff (e.g., one or two staff members) can effectively evaluate their programs, what types of data is essential, and how to assess most efficiently.

Audience: All POD Members
Topics: Small colleges and universities, Small Faculty Development Programs (1-2 staff members)

Jarry
3:00 PM – 4:15 PM
The Value of Music: Its Potential Impact on Educational Development
Whitney Denton, University of Tennessee - Knoxville; Beth White, Oak Ridge Associated Universities

Impactful teaching leads students toward deeper levels of learning and can be achieved in various ways. The new landscape of higher education encourages direct engagement with content. One underutilized tool in higher education classrooms is the use of music to both teach concepts and mitigate barriers to learning. In this roundtable discussion, participants will be exposed to one model for incorporating music as well as receive an annotated bibliography of various uses of music across higher education disciplines. The purpose of this session is to engage participants in discussion of the potential impact of music on educational development.

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Teaching & Learning, Programs, Graduate Student Professional Development

Joyce
3:00 PM – 4:15 PM
Cross-Institutional Collaborations Matter When Needs Are High - Resources Are Low
Linda Bruenjes, Suffolk University; Jennifer Herman, Simmons University; Victoria Wallace, MGH Institute of Health Professions

Often initiated by a shared vision, a consortium of individuals from a mix of institutions may be able to accomplish what a single institution may not. In the case of the Learning Assessment Research Consortium, seven New England institutions were able to secure a substantial 3-year grant to design, develop, and pilot assessment modules that have captured the attention of national, state, and local assessment organizations. In this roundtable, we will briefly share why the thoughtful development of this group mattered and then
invite participants to discuss initiatives in their own institutions that would benefit from such a framework.

Audience: New/recent educational developers (5 years or less), Seasoned educational developers, Small Colleges
Topics: Faculty Professional Development, Start-up, Administration

**Salon 7**
3:00 PM – 4:15 PM

**Mattering to Ourselves: Confronting Burnout and Compassion Fatigue for Educational Developers**
*Allison Boye, Texas Tech University*

As educational developers, we focus on helping others, experiencing the same stressors faced by the faculty with whom we work and then some, but perhaps without enough opportunities to reflect on our own well-being. Through discussion of research, collective experience, surveys and interviews, participants in this roundtable session will explore educational developers’ encounters with burnout and compassion fatigue; assess their own levels of stress and resilience; identify tangible, realistic strategies for practicing better self-care; and establish a network of support that might help us all re-engage with our work, define what matters for us, and find greater satisfaction and success.

Audience: All POD Members
Topics: POD Professional Development

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

**Drummond Centre**
3:00 PM – 3:35 PM

**35-Minute Research Session A**

**How Do Teaching & Learning Differ in Condensed Courses?**
*Katie Walsh, Carnegie Mellon University; Megan Sanders, Carnegie Mellon University; Soniya Gadgil, Carnegie Mellon University*

Universities increasingly offer condensed courses (intersessions, summer, etc.) with the goal of fostering deep learning through an immersive experience. However, the empirical evidence to substantiate this claim is lacking. Our mixed methodology study compares student outcomes in full-semester and condensed courses for more than 1,000 students in 25 courses taught by the same instructors in both formats. We find that students' experiences (e.g., grades, stress, learning strategies) and faculty experiences (e.g., course design, planning) differ meaningfully between these formats. Participants will have an opportunity to discuss the practical implications of these findings for their work with instructors.

Audiences: All POD members
Topics: Research, Teaching & Learning

**Drummond Centre**

**Comparing an Adaptive Equity-Oriented Pedagogy and Non-**
Adaptive Pedagogies on Student Outcomes
Andrew Phuong, University of California at Berkeley; Judy Nguyen, Stanford University; Dena Marie, University of California at Berkeley; Shahan Farooqi, University of California at Berkeley; Claire Bang, University of California at Berkeley; Matthew Courtney, Harvard University; Angela Nguyen, University of California at Berkeley

This session introduces an adaptive equity-oriented pedagogy that synthesizes democratic, multimodal, assessment-driven, and game-based instruction. Since 2010, our design-based, mixed-methods studies revealed 10 adaptive teaching and assessment strategies that helped instructors address diverse students' needs (n=1024), expand students' preferred modes of learning, and earn 7/7 course ratings. Using student-learning data, instructors employed this pedagogy to reduce stereotype threat and increase equity by improving student engagement, collaboration, community, positive psycho-social variables (e.g., resilience, self efficacy), and academic performance. When comparing these effects with non-adaptive pedagogies, we found statistically significant differences on final assessment scores in favor of the equity-oriented pedagogy (<i>p</i><.0001).

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers), Higher education instructors
Topics: Teaching & Learning, Research, Diversity, Increasing Classroom Equity, Access, Diversity and Inclusion

Not Woman Enough Harassment: A Model from Antecedent to Outcome
Amanda Wolcott, University of Central Florida

In order for universities to develop a strong foundation, diversity and inclusion must be promoted not only at the student level, but also among the faculty. Current research in the area of gender diversity has focused narrowly on two forms of sex-based mistreatment: sexual harassment and sex discrimination, which both concern one's sex and gender stereotypes. However, this fails to capture the true range of diverse experiences that one may experience in the workplace. Hence, I introduce the construct of not woman enough harassment, or women's perceptions of mistreatment resulting from a failure to conform to traditionally held gender norms.

Audiences: Administrators
Topics: Diversity, Research

Measuring the Influence of Faculty Development Training on
3:40 PM – 4:15 PM  **Teaching Effectiveness through TPACK**

*Karen Etzkorn, The University of Tennessee - Knoxville*

This study examined one model for training new online instructors and measured the influence it had on their teaching effectiveness and knowledge integration. The Technological Pedagogical Content Knowledge (TPACK) framework served as the lens for the present study. Using a quantitatively-driven mixed-methods design, three data sources were used: (1) comparisons of instructors’ pre and post-training course syllabi, (2) pre and post-training student evaluations of teaching scores, and (3) a follow-up online survey. Findings revealed that instructors demonstrated (a) statistically significant change in the incorporation of elements into the redesign of their syllabi, and (b) improvements in their teaching abilities.

Audiences: Instructional technologists and technology integration specialists, Seasoned educational developers

Topics: Research, Faculty Professional Development, Technology, Online Learning

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**Excursion**

4:00 PM – 10:00 PM

**E5: Gardens of Lights-Botanical Gardens**

Meet in Lobby at 4:45 PM

Gather at 3:45 PM, Bus will depart at 4:00 PM

RETURN: Bus will pick-up at 9:15 PM from Botanical Gardens

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

**Drummond East**

4:30 PM – 5:45 PM

**Fostering Significant Conversations about Teaching Among University Teachers**

*Claude Savard, Université Laval*

*Isabeau Iqbal, The University of British Columbia*

University instructors frequently participate in conversations about student learning. These “significant conversations” (Roxå & Mårtensson, 2009) help them see through someone else’s perspective and can shape their representations of teaching and learning. As educational developers, we are in a unique position to foster significant conversations and to cultivate the personal networks necessary to support these. In this session, participants will map their own personal networks and will discuss how they currently establish and grow networks and significant conversations in their institution. They will also generate ideas on how they may expand what they already do, and brainstorm relevant research ideas.
Consultation Skills for Engaging Units in Organizational Change
*Teresa Johnson, The Ohio State University; Wayne Jacobson, University of Iowa; Stephanie Rohdieck, The Ohio State University*

Many education developers are called upon to consult with units or departments on programmatic initiatives such as curriculum development, program assessment, or departmental support for graduate TAs. This distinctive form of consulting challenges us to engage with participants about their shared interests, and to facilitate collective change at a level beyond our more usual work with individual innovators and course-level initiatives. In this session, we will identify a common language around unit consultation, strategically important skills sets, best practices, resources for developing these skills, and ways that POD can support us in building capacity in this area.

Mind Maps: A Creative Course Approach to Defining What Matters
*Cheelan Bo-Linn, University of Illinois at Urbana-Champaign*

When faced with designing a course, too often faculty spend a tremendous effort in deciding what content to teach. Too often they ignore the urge to teach everything. An unfortunate outcome is a course whose content is ill-defined and has a long list of disconnected learning goals. For our students, they received not the promised meaningful learning, but a series of topics. A successful approach is to utilize mind mapping (visual) and a prioritizing framework (text) to create a more cohesive, meaningful course design. A benefit for the students is they are more successful in connecting and organizing their knowledge.

Not Dean School: Leadership Development for Faculty Where They Are
*James Berg, Borough of Manhattan Community College; Christopher Shults, Borough of Manhattan Community College; Karrin Wilks, Borough of Manhattan Community College*
Leadership development for faculty is often seen as training for administration. This session will focus on a faculty leadership development program that takes a different approach. The program at an urban community college is informed by positive organizational development research as well as leadership competencies developed by the AACC. Participants will also learn from an original case study.

**Audience:** Seasoned educational developers, Administrators, All POD Members  
**Topics:** Faculty Professional Development, Organizational Development, Leadership Development

**Mussett**  
4:30 PM – 5:45 PM  

**Hacking Classroom Spaces: Pilot Projects for Better Teaching and Learning**  
*John Pollard, University of Arizona; Cassandra Horii, Caltech*

As evidence for the effectiveness of active and collaborative learning grows, particularly in Science, Technology, Engineering, and Mathematics (STEM) fields, many campuses are stuck with outdated, fixed-seat classrooms that are not optimal for redesigned courses. While building and retrofitting classrooms can take a long time, this session introduces participants to examples of creative "hacks" for classrooms and other unlikely campus spaces. Through low-cost, temporary installations, campuses can gain experience and feedback, build momentum toward larger redesign projects, and meet short-term teaching and learning needs. Participants will design learning space hacks and assessments to bring back to their campuses and departments.

**Audience:** All POD Members  
**Topics:** STEM, Technology, Classroom Design

**Salon 1**  
4:30 PM – 5:45 PM  

**Who’s Impacting Whom? Engaging Undergraduate Student Consultants in Educational Development**  
*Sophia Abbot, Trinity University; Dorothe Bach, University of Virginia; Adriana Streifer, University of Virginia*

Centers for teaching and learning have primarily served and been staffed by faculty and graduate students. However, undergraduate students have a key stake in the work of these centers, as improving their learning is the ultimate goal of educational development. In 2016, educational developers and students at the University of Virginia and Trinity University partnered to create undergraduate consultation pilot programs. In this interactive session, we will share our processes for designing and launching these two significantly different programs, the results of these programs’ initial assessments, and strategies for integrating undergraduates as consultants at your own institutions.

**Audience:** All POD Members  
**Topics:** Diversity, Programs, Teaching & Learning,
The 'Sparkshop': Making Faculty Development Timely and Department-Based
Megan Frary, Boise State University; Teresa Focarile, Boise State University

To reach faculty that don't regularly engage in professional development around teaching, we developed the "Sparkshop", a 15 minute, active-learning based workshop that can be facilitated in a department meeting. Each Sparkshop asks faculty members to look at data supporting the use of a certain evidence-based instructional practice (EBIP), has them try out the teaching practice, and then allows them to discuss with disciplinary colleagues how to integrate that approach into their courses. This session is structured to mirror the format of the Sparkshop, giving attendees opportunities to both participate in a Sparkshop and develop one for their own institution.

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

Fun Encouraged: The Art of Course Gamification
Joseph Horne, University of Pittsburgh; Meiyi Song, University of Pittsburgh

What value does gamification bring to a course? How can faculty and faculty developers conceptualize and realize gamification? In this interactive session, you will learn how energizing and engaging course gamification can be. Especially useful for learning situations where student motivation, engagement, and completion are lagging, this session will empower you with several unique techniques to experiment with in your teaching practice. If you are a faculty developer, you will walk away with strategies for assisting faculty in gamifying courses at different levels.

Audience: All POD members, Faculty (conference attendees who are faculty and also part-time developers), faculty developers
Topics: Faculty Professional Development, Teaching & Learning, Programs

Practicing What We Preach: A Process for Planning Evidence-Based Programming
Amy Overman, Elon University; Deandra Little, Elon University; Mary Jo Festle, Elon University

As educational developers, we are often called upon to design new programming for our institutions. Program design offers an excellent opportunity to model effective, evidence-based design principles and formats (e.g., Fink 2003) while demonstrating transparent teaching (Winklemas, et al 2015, 2016). In this session, participants will explore a process to design programming that can be tailored to faculty needs and institutional culture. Participants will be introduced to the planning process and examples of it from our campus.
Participants will apply the process to their own campus, and leave with next steps such as potential partners, resources needed, and a timeline.

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

Salon 8
4:30 PM – 5:45 PM

Developing Theories of Change to Improve Educational Development Initiatives
Troy Priest, Zayed University

Faculty developers design and implement educational development interventions to enhance, even transform, teaching practices of faculty participants. How can faculty developers ensure faculty development interventions are designed and delivered to have the greatest impact on changing and improving teaching practice? Theories of change (TOC) provide a methodology that identifies long-term goals, evaluates implicit and explicit logic of intervention, explores prevailing assumptions, uses backwards design, and develops indicators to measure success of interventions. Faculty developers will work through the six stages of the TOC methodology to develop and evaluate an effective educational development intervention.

Audience: New/recent educational developers (5 years or less), Seasoned educational developers
Topics: Organizational Development, POD Professional Development, Programs

Salon B
4:30 PM – 5:45 PM

Where Do Faculty Experience Professional Learning and Development as Teachers?
Gary Smith, University of New Mexico

Research supports that faculty primarily learn about teaching through their own experiences and interaction with peers - not from workshops and other faculty-development-program offerings. This finding is consistent with a larger body of research on professional learning and development in nonacademic settings that focuses on learning through work, guided participation, coaching, and communities of practice. How can faculty developers integrate concepts from workplace learning into their mission, vision, and programs in order to expand the reach of their expertise, and provide greater impact to what matters to faculty in their professional development?

Audience: All POD members, Administrators
Topics: Faculty Professional Development, POD Professional Development, Administration
Innovative Approaches to Community College Educational Development

Jonathan Iuzzini, Achieving the Dream; Gena Merliss, Monroe Community College; Missi Patterson, Austin Community College; Neeta Primo, Finger Lakes Community College

Community colleges educate 46% of all U.S. college students. These students may be academically under-prepared but can benefit significantly from faculty and staff who are deeply engaged in their students’ success. This session will showcase four innovative community college educational development programs: a two-year new faculty seminar series; development of faculty leaders and professional staff; an online program that connects faculty across a college's eleven campuses; a national project that engages adjunct faculty in the student success movement. Through structured small group discussion and individual reflection/writing, participants will build on these examples to consider their own new or refined initiatives.

Audience: Community Colleges, Faculty (conference attendees who are faculty and also part-time developers), Administrators
Topics: Faculty Professional Development, POD Professional Development, Programs

Roundtable Sessions 4:30 PM – 5:45 PM

Development by Consortium: Leverage Your Center's Resources, Energize Yourself

Eric Kaldor, University of Rhode Island
Jeanne Mulaney, Community College of Rhode Island
Laurie Grupp, Providence College
Joshua Caukins, University of Rhode Island

This roundtable session provides an overview of how five institutions came together to create the Rhode Island Teaching & Learning Network in 2015. This consortium has developed from the ground up to provide a network of support for educational developers in Rhode Island and to find ways to collaborate. In this session, participants will discuss how to identify possible partners and areas for collaboration as well as the type of annual events that provide a concrete reason for meeting routinely. We address the value that we have experienced by combining our public and private institutions of different size and mission.

Audience: New/recent educational developers (5 years or less),
Seasoned educational developers
Topic: Organizational Development, POD Professional Development

Jarry
4:30 PM – 5:45 PM

Gameful Pedagogy: Building Communities for Innovative Practice
Ronit Ajlen, University of Michigan; Erping Zhu, University of Michigan; Rachel Niemer, University of Michigan

Gameful pedagogy promotes student engagement and intrinsic motivation by incorporating elements of autonomy, belongingness, and competence into course design. This roundtable will provide an opportunity to discuss gameful pedagogy and its theoretical underpinning, consider how it can be inclusive, and share current programming to support instructors’ gameful teaching. Participants will gain an understanding of gameful pedagogy and ideas for various ways to support and sustain gameful teaching and learning on their campus. We will examine the impact of our programming, reflecting on our abilities to inspire innovative teaching and to encourage different ways to engage and motivate student learning.

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

Joyce
4:30 PM – 5:45 PM

Creating Spaces That Matter: Teaching Centers and Transgressive Instruction
Chandani Patel, University of Chicago

This roundtable discussion brings key ideas from the field of critical pedagogy to bear on current research on diversity and inclusive teaching in order to explore the relationship between the two fields and to ask how teaching centers can help support instructors interested in teaching as a transgressive or liberatory practice. Beginning with the premise that the classroom should be a democratic space, we will discuss a series of questions: What is transgressive instruction? What are best practices for “teaching to transgress” in light of current research? And how can teaching centers create spaces for these conversations?

Audience: All POD members
Topic: Teaching & Learning, Diversity, Programs

Salon 7
4:30 PM – 5:45 PM

Promoting Equitable, Inclusive, and Effective Classroom Practices Through Collaborative Design
Dennis Munk, Carthage College
Michele Hancock, Carthage College
Greg Baer, Carthage College
Offices or individuals dedicated to promoting equitable and inclusive practices often provide educational programming that is distinct from that provided by a center for teaching and learning. This session will focus on deepening campus-wide understanding of the relationship between equity, inclusivity, and teaching practices through collaborative design and delivery of educational programming. Examples of collaborative design of multiple types of programming will be described.

Audience: Administrators, Faculty (conference attendees who are faculty and also part-time developers), Small Colleges
Topic: Diversity, Faculty Professional Development, Teaching & Learning,

Research Sessions 4:30 PM – 5:45 PM

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

Using Open Educational Resources to Engage in Authentic Backward Design
Anna Turner, University of Central Florida

This session will examine a research-based reform model for using Open Educational Resources (OER), review data from a pilot course, and introduce preliminary data from a faculty development program. Attendees will acquire a strategy to redesign courses and to initiate a pilot program. The program advances OER efforts from a replacement model to a reform model. The reform model is textbook agnostic: We concept map the course, using metacognition, the conscious-competence model, and the expert blind spot. After a successful initial pilot course, we established a new program for faculty to make the switch to OER, which emphasizes research-based practices.

Audiences: All POD members, Instructional technologists and technology integration specialists, Faculty administrators (department heads, chairs, GEP program coordinators)
Topics: Teaching & Learning, Start-up, Faculty Professional Development, Open Educational Resources

Drummond Centre
5:10 PM – 5:45 PM

STEM Faculty Perceptions on Diversity and Inclusion
Stephanie Cutler, The Pennsylvania State University
Kelly Cross, University of Illinois at Urbana-Champaign
35-Minute Research Session B

STEM faculty play a pivotal role in promoting diversity and creating inclusive classroom environments. This pilot research study explored faculty definitions of diversity and inclusion and the role of faculty in promoting these concepts in their classroom. Ten interviews were completed for this pilot study as part of a larger study. The initial results highlight participants emphasizing the importance of diversity and inclusion, but feeling more autonomy to create an inclusive classroom and less control over the compositional diversity of their classroom. Also, the majority of participants expressed uncertainty about how to appropriately address diversity and inclusion in their classroom.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers)
Topics: Diversity, Research, Faculty Professional Development, Inclusion

Salon 5
4:30 PM – 5:05 PM

From Symbolic Inclusion to Transformational Collaboration: Tools for Teaching & Advising
Amber Douglas, Mount Holyoke College
Elizabeth Markovits, Mount Holyoke College

While many institutions of higher education have made great strides toward more inclusive teaching and advising in recent years, this session examines the difficulties that remain. We highlight the critical importance of making more visible the structures of inequality that continue to shape our work as faculty -- and students' experience of the institution. We examine the ways in which faculty can move from transactional to transformational approaches to both classroom and advising teaching, focusing on proactive, collaborative efforts that confront power dynamics and inequality head-on. The session offers a theoretical model, as well as tools for faculty development.

Audiences: All POD members, Faculty (conference attendees who are faculty and also part-time developers), Small Colleges
Topics: SoTL, Teaching & Learning, Faculty Professional Development, Research

Salon 5
5:10 PM – 5:45 PM

Learning Matters: A Constellation of PLCs Transforms a College Culture
Julie Mooney, Mount Royal University

This study may have significant implications for educational development philosophies and practices within higher education.
Through this interpretive inquiry, narrative descriptions were developed from transcripts of interviews with faculty, educational developers, staff, and administrators who participated in an emergent professional learning community (PLC) at a large urban college in Canada. In light of the study findings, conference session participants will be invited to consider PLCs within their own contexts, as sites for collegial learning across roles, as potential micro-cultures within the larger organization, and to imagine the influence these micro-cultures may have on educational development practices and institutional culture.

Audiences: All POD members
Topics: Faculty Professional Development, Organizational Development, Research

Special Session
6:00 PM – 7:00 PM
Ballroom East

Special Session: Supporting Our Campuses in Politically Fraught Times

*Lindsay Bernhagen, University of Wisconsin – Stevens Point; Floyd Cheung, Smith College; Cynthia Ganote, Saint Mary's College of California; Elizabeth Roderick, University of Alaska Anchorage; Tasha Souza, Boise State University*

The last year has been one of tremendous political tension in the United States and across the globe. Hate, bigotry, and violence have shown their faces on our college campuses. Domestic and international terrorism continue to stoke fear and resentment around the world. Hundreds of thousands of DACA recipients are facing potential deportation from the only place they have ever called home. An unprecedented confluence of damaging hurricanes in the South and additional military action overseas suddenly puts students and their families in the path of deployment. The White House has made clear its intent to discriminate against transgender troops. Each of these issues presents challenges for our students and colleagues on their own. Taken together, it can be nearly impossible to figure out how to act in support of all our colleagues and students. Join us for a conversation about how to deal with these shifting and emergent challenges in our roles as educational developers.

6:00 PM

Dinner on Your Own

Excursion
6:45 PM – 10:30 PM

E3: Centaur Theatre-Playing with Fire: The Theo Fleury Story
Gather in Lobby at 6:30 PM, Bus will depart at 6:45 PM
RETURN: Bus will pick up at 10:15 PM from Centaur Theatre

Excursion
E4: Les Grands Ballets: Stabat Mater
Gather in Lobby at 6:30 PM, Bus will depart at 6:45 PM
RETURN: Bus will pick up at 10:00 PM from Ballet Théâtre Maisonneuve, Place des Arts

Sunday, October 29

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>6:00 AM – 7:00 AM</td>
<td>Yoga, Jarry and Joyce (Level B)</td>
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<tr>
<td>7:00 AM – 7:45 AM</td>
<td>Meditation, Salon 7</td>
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<tr>
<td>7:00 AM – 7:30 AM</td>
<td>Running (2 mile route)/ Walking, Lobby</td>
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<tr>
<td>7:00 AM – 8:30 AM</td>
<td>Conference Breakfast, Ballroom Foyer (4th Floor)</td>
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Anchor Session

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<tr>
<th>Time</th>
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<tr>
<td>Ballroom Centre/West 8:45 AM – 10:15 AM</td>
<td>Program Evaluation, Program Assessment, Program Review: What's the Difference? Sue Hines, Saint Mary's University of Minnesota</td>
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Program evaluation, program assessment, and program review are three common approaches for determining the effectiveness of a teaching and learning center. While all can be useful for judging effectiveness and informing strategic planning; the purpose, scope, and process of each approach are distinctly different. This interactive session will help participants discern the difference among these three approaches and determine how to best use them within their own center.

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

We look forward to seeing you in 2018 for the 43nd POD Network Conference!

POD 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.
Mary Wright, POD Network President

Hoag Holmgren, POD Network Executive Director

*Our thanks go out to:*

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**Research Sessions**
Michael Sweet, Northeastern University
Sue Hines, Saint Mary's University of Minnesota

**Roundtable Sessions**
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Emily Gravett, James Madison University

**Poster Sessions**
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Julie A. Sievers, Southwestern University

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Walking
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Meditation
Penelope Wong, Berea College
More facilitator names coming soon!

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<td>Kevin Barry, University of Notre Dame</td>
<td>2016-17</td>
<td>Louisville, KY</td>
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<td>Deandra Little, Elon University</td>
<td>2015-16</td>
<td>San Francisco, CA</td>
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<td>Leslie Ortquist-Ahrens, Berea College</td>
<td>2014-15</td>
<td>Dallas, TX</td>
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<td>Kathryn Plank, Otterbein University</td>
<td>2013-14</td>
<td>Pittsburgh, PA</td>
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<td>Michele DiPietro, Kennesaw State University</td>
<td>2012-13</td>
<td>Seattle, WA</td>
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<td>Phyllis Worthy Dawkins, Dillard University</td>
<td>2011-12</td>
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<td>Peter Felten, Elon University</td>
<td>2010-11</td>
<td>St. Louis, MO</td>
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<td>Mike Theall, Youngstown State University</td>
<td>2009-10</td>
<td>Houston, TX</td>
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<td>Virginia S. Lee, Virginia S. Lee &amp; Associates</td>
<td>2008-09</td>
<td>Reno, NV</td>
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<td>Mathew L. Ouellett, U. of Massachusetts at Amherst</td>
<td>2007-08</td>
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<td>James E. Groccia, Auburn University</td>
<td>2006-07</td>
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<td>Virleen Carlson, Cornell University</td>
<td>2005-06</td>
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<td>L. Dee Fink, University of Oklahoma</td>
<td>2004-05</td>
<td>Montréal, Québec</td>
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<td>Laura L. B. Border, University of Colorado at Boulder</td>
<td>2002-04</td>
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<td>Roger Sell, Southwest Missouri State University</td>
<td>2002-02</td>
<td>Atlanta, GA</td>
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<td>Mary Deane Sorcinelli, U. of Massachusetts at Amherst</td>
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<td>St. Louis, MO</td>
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<td>Christine Stanley, Texas A&amp;M University</td>
<td>2000-01</td>
<td>Vancouver, BC</td>
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<td>Jim Eison, University of South Florida</td>
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<td>Lake Harmony, PA</td>
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<td>Kay Gillespie, Colorado State University</td>
<td>1998-99</td>
<td>Salt Lake City, UT</td>
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<td>Eric Kristensen, Berklee College of Music</td>
<td>1997-98</td>
<td>Haines City, FL</td>
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<td>Marilyn Leach, University of Nebraska at Omaha</td>
<td>1996-97</td>
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<td>Nancy Chism, The Ohio State University</td>
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<td>Karron Lewis, University of Texas at Austin</td>
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<td>Daniel W. Wheeler, University of Nebraska at Lincoln</td>
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<td>Ronald Smith, Concordia University Montréal</td>
<td>1991-92</td>
<td>Morgantown, WV</td>
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<td>Emily (Rusty) Wadsworth, McHenry County College</td>
<td>1990-91</td>
<td>Tahoe City, CA</td>
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<td>Delivee Wright, University of Nebraska at Lincoln</td>
<td>1989-90</td>
<td>Jekyll Island, GA</td>
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<td>Marilla Svinicki, University of Texas at Austin</td>
<td>1988-89</td>
<td>Keystone, CO</td>
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<td>Bette L. Erickson, University of Rhode Island</td>
<td>1986-87</td>
<td>Somerset, PA</td>
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<td>LuAnn Wilkerson, Harvard Medical School</td>
<td>1985-86</td>
<td>Delavan, WI</td>
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<td>Michele Marinovich, Stanford University</td>
<td>1984-85</td>
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<td>Michael Davis, University of the Pacific</td>
<td>1983-84</td>
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<td>Lance Buhl, Projects for Educational Development</td>
<td>1982-83</td>
<td>Montebello, Québec</td>
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<td>Glenn Erickson, University of Rhode Island</td>
<td>1981-82</td>
<td>Cincinnati, OH</td>
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<td>Mary Lynn Crow, University of Texas at Arlington</td>
<td>1979-80</td>
<td>Fairfield Glade, TN</td>
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<td>Joan North, University of Wisconsin at Stevens Point</td>
<td>1978-79</td>
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