

# Building Resilience and Innovation in Transformative Learning Environments

51st Annual POD Network Conference | Baltimore, MD

The landscape of higher education is undergoing a rapid evolution shaped by technological advancements, societal shifts, and global challenges. Educational development professionals play a critical role in enabling institutions to navigate accelerated change by intentionally designing learning environments and teaching practices that support the educational mission.

Across this work, equity functions as a core practice of effective teaching and transformative learning (National Academies of Sciences, Engineering, and Medicine [NASSEM], 2025), enacted through the recognition of multiple ways of knowing and engaging with knowledge, and through accessible design that enables learners to pursue their educational aspirations. As pedagogical possibilities expand, particularly through emerging technologies and rapid digital adoption, educational developers must align innovation with evidence-based practices that sustain equitable, inclusive, and accessible learning environments.

At the same time, innovation in teaching and learning is increasingly informed by expanded digital possibilities, notably through the proliferation of generative AI, which is reshaping pedagogical practices while raising critical questions about ethics, equity, and academic integrity (Francis et al, 2025; Wiese et al., 2025). These developments intensify the work of educational development, as professionals are increasingly called upon to navigate new opportunities while upholding evidence-based standards for effective teaching—often under conditions of limited capacity that constrain the time and attention required for thoughtful pedagogical engagement that accounts for diverse learners, contexts, and ways of engaging with knowledge (Tarchinski et al, 2025; Wright, Addy, Eynon, Rivard, 2025).

Over time, the complexity of change and the increased interpretive demands of pedagogical work, coupled with organizational pressure, contribute to burnout and disengagement among those responsible for designing, supporting, and enacting teaching and learning, weakening institutional capacity for effective teaching and learning. Research across higher education and organizational studies consistently identifies burnout and disengagement as pervasive challenges within academic and professional roles. When professionals are expected to navigate constant change, diverse learning contexts, and competing institutional priorities without sufficient structures for sense-making and coordination, the resulting strain has real personal, professional, and organizational consequences that undermine individual well-being, pedagogical quality, and institutional adaptation.

Educational development professionals are uniquely positioned to support institutional resilience by designing relationship-rich organizational learning environments grounded in teaching and learning practice (Hayward et al., 2024; Benander, & Refaei, 2025). Educational development enterprises, as coordinated collections of programs, practices, and relationships, can mitigate the challenges of

burnout and disengagement by enabling shared sense-making, relational support, and sustained professional engagement. By approaching educational development as coordinated, intentional design work by fostering interdisciplinary collaboration, leveraging innovative technologies, and advancing evidence-based practices we can collectively address the challenges facing higher education and support teaching and learning communities to thrive amidst uncertainty and change (Zou et al, 2026; Tarchinski et al, 2025; Wright, Addy, Eynon, Rivard, 2025).

We invite proposals that engage the conference theme by examining how educational development professionals design, steward, and coordinate teaching and learning practices within complex institutional contexts. Submissions should foster meaningful dialogue, practical application, and collaborative exploration, and offer innovative, evidence-based, and actionable insights that advance educational development practice, support equitable learning environments, and build resilience for individuals and institutions in higher education.

## A Theme Shaped by Community Reflection

This year's conference theme emerged through a process of collective reflection with the POD community. Earlier this year, members were invited to share words that capture the questions, challenges, and possibilities shaping their work in educational development and higher education today. What emerged from these reflections was a community thinking deeply about its purpose, grounded in present realities, attentive to its history, and clear-eyed about the responsibility of this moment. The responses revealed a profession that recognizes educational development stands at a pivotal moment for higher education itself, one that calls for collective insight, courage, and leadership.

Across the responses, opportunities and tensions for exploration surfaced. Educational development professionals are tasked with helping institutions navigate rapid technological transformation while preserving learning that matters. Members emphasized the importance of prioritizing relational and human-centered aspects of their work with a focus on care, connection, dialogue, and meaning in learning environments that often feel strained. These reflections highlight a profession operating at the crossroads of innovation, care, and institutional change—a profession uniquely positioned to help higher education navigate complexity while upholding values and fostering systems, cultures, and practices that support transformative learning.

The conference theme emerged from these collective reflections. Rather than prescribing a single direction, it opens space for the questions the community itself is asking. It invites all of us to pause, take stock of this moment, and engage in it together. By bringing together scholarship, lived experience, and collaborative inquiry, we can meet this moment as a community by clarifying the role educational development must play in the future of higher education and by strengthening the profession as a vital infrastructure for teaching, learning, and institutional transformation.

## Questions to Consider

- How do our educational development efforts design conditions that support well-being, resilience, and sustained engagement amid burnout and organizational strain?
- How are equity, accessibility, and inclusion enacted through our pedagogical and design choices, and standards of effective teaching and learning?
- How are emerging digital possibilities, including generative AI, reshaping pedagogical practice, and how do we exercise agency in aligning innovation with academic integrity and evidence-based teaching?
- What structures, practices, or relationships are we building to support shared sense-making, collaboration, and interdisciplinary learning among those engaged in teaching and learning?
- How do our approaches to educational development contribute to learning environments that foster purpose, belonging, and connection at both individual and institutional levels?

## References

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# Call for Proposals

The POD Network invites proposals illustrating effective practices, new resources, innovative approaches, critical issues discussions, and research and works-in-progress presentations. All proposals are evaluated using an anonymous peer-review process. Detailed information about session types, topic areas, guidelines for submission, the submission process, and the review rubric are contained in this document.

## About the 51st Annual POD Network Conference

Conference Date: November 18-20, 2026

Full-day and half-day Pre-conference Workshops will take place on November 17.

For 50 years, the POD Network has hosted an annual conference dedicated to supporting the professional development of higher education leaders and professionals engaged in advancing effective teaching and transformative learning at post-secondary institutions. Held each fall, the conference provides a unique space to explore innovative facilitation and teaching practices, build meaningful connections, and strengthen the impact of educational development within institutions.

The conference experience is designed to engage the POD Network community and enrich the field of educational development through interactive sessions, workshops, and discussions led by leading professionals in the field. Attendees can expect to gain:

- **Practical Strategies for Educational Development:** Insights to enhance faculty development, teaching practice, instructional design, and institutional initiatives.
- **Innovative Teaching and Instructional Practices:** Evidence-based approaches to engaging learners in diverse institutional contexts.
- **Networking Opportunities:** A vibrant and generous community for sharing experiences and fostering collaborations.
- **Organizational Development:** Ideas and partnerships to drive change at your institution.

Each year's conference highlights an inspiring theme that looks to provide a fresh lens on timely topics in educational development. Join the POD Network for an enriching experience that equips professionals with the resources, connections, and inspiration to lead transformational change in higher education.

Conference Location: Baltimore, MD

[Hilton Baltimore Inner Harbor](#)

401 W Pratt Street

Baltimore, MD 21201

## Virtual Participation

The POD Network is committed to lowering barriers to access and providing opportunities for virtual engagement with the Annual Conference. We continue to focus our resources on supporting a virtual broadcast that is intentionally integrated with the on-the-ground conference experience to expand access to the Annual Conference content in ways that are sustainable, high-quality, and equitable for participants, presenters, staff, and volunteers.

Presenters will have the ability to present virtually for two session types: PODTalks and Research Sessions. PODTalks and Research Session rooms will be equipped with the necessary technology and internet to support virtual presentations and the broadcast/live streaming of all PODTalk and Research Sessions.

In addition to PODTalks and Research Sessions, the following sessions will be broadcast/live-streamed to virtual participants: Keynote Presentation, President's Address, Awards Presentation, and Anchor Session. Virtual broadcast participation for the conference will be available at a fraction of the cost of on-the-ground participation in Baltimore. All presenters are required to register and pay for the conference. Virtual presenters will pay the virtual broadcast participation rate.

## Conference Committee

The Conference Committee comprises POD Network member volunteers with extensive knowledge of the POD Network and have previously been engaged in the annual conference as a Reviewer, Session Coordinator, and/or Conference Committee member. The Conference Committee Chair(s) establish the theme for the conference and lead the work of the Conference Committee. The Conference Committee Program Chair(s) is responsible for strategic program planning and selection of all program sessions, ensuring a diverse and inclusive program that addresses the needs and interests of conference participants.

### 2026 Conference Committee

#### **Conference Chair**

**Beth White**, Senior Education Program Manager, Oak Ridge Institution for Science and Education

#### **Conference Program Chair**

**Zaina DeLaney**, Operations Manager, Center for Teaching Excellence, University of Florida

In addition to the Conference Committee, Reviewers and Session Coordinators each work to evaluate and recommend proposals that align with the POD Network's mission and values and fulfill the objectives of professional development and learning for professionals of educational development within higher education.

- ★ [Sign up to be a Reviewer](#) for the 51st Annual POD Network Conference
- ★ [Sign up to be a Session Coordinator](#) for the 51st Annual POD Network Conference. **To participate as Session Coordinator you must have served as a proposal reviewer for at least one previous POD Network Annual Conference.**

## Eligibility to Present

The POD Network seeks to feature professionals in the field of educational development who represent a diverse range of perspectives, experiences, and pedagogical approaches. We welcome proposals from anyone who considers themselves a champion for effective teaching and transformative learning in higher education, including administrative staff, faculty, and instructors working in various institutional contexts or consultants and nonprofit professionals working with post-secondary institutions in ways that align with the POD Network mission.

Each attendee may submit up to two proposals for conference sessions but may be the primary presenter for only one of these sessions. For the second session, they must be listed as a co-presenter.

If a session is accepted, each presenter and all co-presenters must register and pay for the conference. Conference Committee members are not eligible to submit a proposal.

## Conflicts of Interest

To avoid the possibility of a conflict of interest, the POD Network does not permit the sale of materials in any conference session before or during the conference nor the solicitation of presentation materials after the conference. Furthermore, the POD Network does not allow presenters to solicit consulting work during any session listed in the program. Sessions should not directly or indirectly solicit the purchase of materials or programs.

Session presenters are permitted to use materials they have created and to refer to consulting work that they do, but neither materials nor services may be offered for sale during the session. All materials used during the session should be made available for session participants. Proprietary materials should not be used as the primary presentation material but may be included in a list of resources or bibliography. Pre-conference workshop presenters may receive permission to charge an additional fee for materials (such as books), to be collected with the conference registration fee.

# Audience

The POD Network is North America's largest educational development community, represented in every US state and more than 30 countries. We support the professional development of an engaged community of practice with over 1,700 members across nearly 1,300 institutions and centers for teaching and learning. The annual conference attracts approximately 1,000 attendees drawn from the POD Network membership and the larger community of higher education professionals engaged in educational development. The conference also draws attendance from educational development professionals working in non-profit organizations, public sector organizations, governmental entities, consulting practices and firms, and private companies.

During the proposal submission process, submitters are asked to choose at least one audience type by career level and at least one audience type by institution from the list below.

## Audience Type by Career Level

- New/Recent Educational Developers/Professional Staff (0-4 years)
- Mid-Career Educational Developers/Professional Staff (5-9 years)
- Experienced Educational Developers/Professional Staff (10+ years)
- Center Directors
- Graduate Students
- Dual Appointments (Educational Developer and Faculty, etc.)

## Audience Type by Institution

- Community Colleges
- Minority Serving Institutions (Historically Black Colleges and Universities; Hispanic-Serving Institutions; Tribal Colleges and Universities or Asian American and Native American Pacific Islander-Serving Institutions)
- Large Colleges and Universities
- Multicampus Institutions or Systems
- Small Colleges

# Content Focus

The theme of the conference looks to provide a fresh lens on timely topics in educational development and inspire attendees to take the knowledge gained back to their institutions and organizations to drive change and innovate effective teaching and instruction through their continued work.

We aim to develop an inclusive conference that addresses the broad interests of the field and our attendees with diverse identities, backgrounds, and lived experiences. There are ten general topics that help shape the content of the conference.

# Session Topics

## **Accessibility in Educational Development**

Sessions that explore inclusive practices and equitable access to professional development while addressing systemic barriers, fostering belonging, and supporting neurodiverse and disabled faculty in higher education.

## **Assessment**

Sessions that examine practices and methods for assessing the effectiveness and impact of educational development programs and services, as well as approaches to evaluating student learning and reporting outcomes.

## **Collaborative Leadership and Community Building**

Sessions that explore strategies for fostering interdisciplinary collaboration and faculty leadership while cultivating relationship-rich environments that support global, inclusive, and impactful learning.

## **Diversity, Equity, Inclusion, & Justice**

Sessions that examine how educational development engages questions of power, justice, and systemic transformation in higher education, including anti-racist pedagogy, decolonizing the curriculum, critical pedagogies, and efforts to transform organizational cultures and structures.

## **Innovation, Digital Adoption, and AI Integration in Teaching and Learning**

Sessions that explore how educational developers support faculty in integrating generative AI and emerging technologies to enhance teaching and learning while addressing ethics, academic integrity, and the future of technology-rich education.

## **Organizational Development**

Sessions that examine the role of educational development in advancing institutional initiatives and facilitating organizational learning, change management, and culture change within colleges and universities.

## **Research & Scholarship**

Sessions that present systematic investigations of educational development, teaching, and learning using rigorous methods, including SoTL, DBER, SoED, and learning analytics.

## **Resilience and Well-Being**

Sessions that investigate strategies for addressing burnout, strengthening faculty resilience, and cultivating institutional cultures that sustain care, compassion, and meaningful engagement in teaching and learning.

## **Teaching & Learning in Practice**

Sessions that explore teaching and learning methods, models, and reflective practices, including evidence-based pedagogy, learning science, contemplative approaches, and discipline- or audience-specific teaching strategies.

## Transformative Pedagogies and Learning Environments

Sessions that explore evidence-based, human-centered approaches to teaching and learning that help educators respond to uncertainty, adapt to emerging challenges, and advance sustainable faculty development practices.

## Session Types

You will be asked to select one of the following session types. Please consider the format and the level of audience engagement you intend to include when making your selection.

### Session Types Summary

Session Type	Session Length	Presentation Time*	Audience Interaction
Pre-Conference Workshop	3 or 6 hours	Moderate	High
Interactive Session	75 minutes	Moderate	High
Workshop-in-a-Box	75 minutes	High	Moderate
Perspectives	75 minutes	Low	High
Research**	30 minutes	High	Low
POD Talks**	8-10 minutes	High	Low
Poster Session	60 minutes	High	Moderate
Birds of a Feather	75 minutes	Low	High

\*Presentation Time indicates the amount of time the presenters will strictly present to the audience.

\*\* Indicates that the session will be presented to both on-the-ground attendees and broadcast/live-streamed to a virtual audience

### Pre-conference Workshops (3 or 6 hours)

*Screen, projector, and microphones are provided*

The purpose of these sessions is to provide intense professional development opportunities that result in participants acquiring new skills. Workshops should be founded on evidence-based practices. Workshop proposals should identify specific learning goals or outcomes for attendees. Pre-conference workshops may be half-day (3 hours) or full-day (6 hours) in length. Pre-conference workshops are an add-on component of the conference and take place the day before the start of the conference.

### Interactive Sessions (75 minutes)

*Screen, projector, and microphones are provided*

Interactive sessions combine presentations with methods that engage all participants, reflecting the POD Network's long-standing tradition of interactive, collegial sessions—not lecturing or reading papers to passive audiences. Interactive sessions should be evidence-based with planned interactions that align with the session goals and heighten participants' understanding of the topic.

### **Workshop-in-a-Box (75 minutes)**

*Screen, projector, and microphones are provided*

These sessions model successful workshops educational developers have done on their campuses. Session leaders are encouraged to incorporate meaningful activities drawn from the actual workshop. Ideal sessions will include a workshop demonstration and allow time for discussion.

### **Perspectives Sessions (75 minutes)**

*Microphones only; no other presentation technology is provided*

Perspectives sessions provide a place for colleagues to discuss important topics in the profession through the sharing of various perspectives and approaches. Sessions can focus on approaches to programming, institutional challenges or initiatives, supporting specific groups of faculty, etc. A session moderator will lead a discussion with at least three (3) panelists from diverse backgrounds (e.g., different institutions, different fields, different cultural backgrounds) and then extend that discussion to the audience. In the proposal, please share a bit about your panelists' backgrounds without identifying them by name, institution, or title.

### **Research Sessions (30 minutes) \*\***

*Screen, projector, and microphones are provided*

These brief sessions include a presentation and discussion of new or ongoing educational, professional, or organizational development research. Session leaders present their original research (i.e., systematically designed, generalizable studies employing sound methodologies and data analysis practices). These sessions have less audience participation than the interactive sessions (plan for limited Q&A time). Given the allotted time, those with larger, multistage research studies may wish to present only a portion of their study that can be shared in 30 minutes.

Original research presented at the POD Network annual conference is eligible for the Robert J. Menges Award for Outstanding Research in Educational Development. Presenters will have the opportunity to self-nominate for this award when submitting their proposal.

This session will be presented to both on-the-ground attendees and broadcast/live-streamed to a virtual audience.

If a proposal is not accepted for the Research session format, submitters may opt to have their proposal considered for a poster session.

### **POD Talks (8-10 minutes) \*\***

*Screen, projector, and microphones are provided*

These sessions bring together multiple 8-to-10-minute talks modeled on the format of TED Talks.

This session will be presented to both on-the-ground attendees and broadcast/live-streamed to a virtual audience.

If a proposal is not accepted for the POD Talks session format, submitters may opt to have their proposal considered for a poster session.

### **Posters (60 minutes)**

*Tri-fold boards and clips will be provided.*

These sessions showcase a research project, program, activity, and/or initiative. Posters may be projects that are completed, in progress, or in their beginning stages. Presenters should prepare a poster and will discuss their work with circulating audience members during a 60-minute session.

### **Birds of a Feather (BoF) (75 minutes)**

*Microphones only; no other presentation technology is provided*

BoF sessions are designed to provide a place for informal but guided conversations about topics that are timely and important to the field. They are intended to promote meaningful interaction between educational developers at all levels of experience and allow participants to build relationships and make connections. The BoF sessions are not workshops or meetings of POD Special Interest Groups (SIG) or Committees; rather, they provide an opportunity for members to come together to share strategies and learn from each other.

The sessions are informal and conversations are driven by the participants. BoFs are hosted by two people, preferably with a mix of experience levels.

Proposal descriptions should include an overview of the topic to be discussed, a rationale for why a BoF session will foster informal discussion and networking beyond what other conference sessions, SIGs, and committees already do; and how the facilitators plan to engage the audience in discussion.

## **Proposal Submission Process**

The proposal submission form will request the following information:

- Name, email, title, department, affiliated institution or organization, and location of each presenter
- Selection of a **Session Type**
- **Session Title** (10-word maximum) *To preserve anonymity in the review process, the title should not contain any identifiable information (e.g., presenter names, institution and/or center names)*
- **Session Abstract** (100 words maximum) *This is the abstract that will be published in the conference program if the proposal is accepted. This abstract will not be seen by Reviewers.*

- **Anonymized Session Abstract** Reviewers will see this abstract. To preserve anonymity in the review process, please replace all identifying information (e.g. presenter names, institution and/or center names) with “X.” Anonymous Session Abstracts with identifying information will not be considered for review.
- **Anonymized Session Description** (500 words maximum; 250 words maximum for POD Talks)  
Please make sure to consult the rubric (provided below) and make sure to include the following:
  - 1-2 specific, actionable takeaways for participants
  - 1-3 sentences explaining how the session will support the POD Network values of Relationship-rich Engagement, Diverse Perspectives, and Reflection.
  - **Pre-Conference Workshop, Interactive Session, Birds of a Feather, and Workshop-in-a-Box ONLY:** Outline of the session activities, including a description of the types of guiding questions and interactions planned.
  - **Perspectives Session ONLY:** an anonymous description of your panel members, prepared questions for the panel, and an explanation of how the moderator will integrate the audience into the discussion.
  - **Research Session ONLY:** Include a description of your research methodology and an overview of the results.
  - *To preserve anonymity in the review process, please replace all identifying information (e.g. presenter names, institution, and/or center names) with “X.” Anonymous Session Abstracts with identifying information will not be considered for review.*
- Selection of a **Primary Session Topic**
  - There is an opportunity to select additional session topics that align with your session and may be tagged in the conference program. See the above “Session Topics” for reference.
- Selection of the **Audience(s)** that may be interested in the session See the above “Audience” section for reference:
  - Audience by Career Level
  - Audience by Institution Type
- List one to two **Learning Outcomes or Goals** for the session
- **Inclusive Strategies** (250 words maximum) All accepted sessions will be expected to apply the following baseline approaches detailed in [Ten Inclusive Strategies to Include in your Session](#). In addition to the outlined approaches, the session should describe how the approach, topic, and/or activities will support all participants, particularly those historically and contemporarily excluded by identity, ability, and/or perspective. Please note that this proposal component will not be scored; rather, reviewers will identify sessions that meet expectations, need revision with minimal modifications, or do not meet expectations and require substantive revision.
- 3-5 **References and Source Materials** of the session

## Inclusive Strategies

All sessions should include the following list of strategies as a baseline:

- establish your positionality in approaching the topic
- cultivate authentic and respectful interaction

- if online, use the hand raise feature to reduce confusion and cross-talk
- ensure proper pronoun usage
- include diversity of representation in images
- unpack acronyms and avoid jargon to reduce misunderstanding or alienation
- be mindful of pace (in speech and delivery of content)
- call-in participants who share biased viewpoints
- support neurodiversity through accessible presentation practices (i.e., readable slides, use of captions, describe visuals, visual and vocal prompts)
- provide multiple ways for participants to engage with each other and the content

**Resource:** [Ten Inclusive Strategies to Include in Your Session](#)

## Rubrics

Each session type has an evaluation rubric, designed to align with the unique goals and expectations of that format. These rubrics outline the key criteria for assessment, supporting a consistent and fair review process.

There are three primary dimensions across all proposals. There are additional dimensions based on the session type:

- **The POD Network's vision, mission and values**  
The proposal advances the POD Network's vision of educational development as essential infrastructure for effective teaching and transformative learning. The session equips higher education professionals across diverse institutional and social contexts to serve as informed and influential voices in their work. The proposal also reflects POD's core values of Relationship-rich Engagement, Diverse Perspectives, and Reflection.
- **Evidence-based**  
The concepts and materials presented are explicitly connected to shared research dealing with teaching, learning, or practice. Evidence can be drawn from qualitative and quantitative methods, interdisciplinary and methodological approaches, reflections and experiences, participatory practices, community knowledge, Indigenous and/or other ways of knowing.
- **Applicability/Transferability**  
The idea, topic, practice, etc., is relevant to the field of educational and/or organizational development and likely to be applicable/transferable to other institutions and programs.

The rating for each dimension criterion is as follows:

- 4 (Excellent): There are no concerns or questions with the item.
- 3 (Good): There are a few minor concerns or questions with the item; however, they will not be an impediment.
- 2 (Fair): There are concerns or questions about the item that should be addressed if accepted for the conference.

- 1 (Poor): There are significant concerns or questions about the item and must be addressed if accepted for the conference.

**Advances/Advocates Equity and Inclusion** is another dimension that will be evaluated but does not factor into or diminish a proposal’s score. Sessions should implement inclusive practices, foster critical engagement with diverse perspectives, and/or encourage attendees to foster more equitable and inclusive campuses.

Advances/ Advocates Equity and Inclusion

- Meets expectations
- Needs revision: less than one hour of dedicated time
- Does not meet: will require substantive revision to meet expectations

## General Rubric for All Sessions

Dimension	Description	Scoring Scale
<a href="#">The POD Network's vision, mission, and values</a>	The proposal advances the POD Network’s vision of educational development as essential infrastructure for effective teaching and transformative learning. The session equips higher education professionals across diverse institutional and social contexts to serve as informed and influential voices in their work. The proposal also reflects POD’s core values of Relationship-rich Engagement, Diverse Perspectives, and Reflection.	4=Excellent   3=Good   2=Fair   1=Poor
Evidence-based	The concepts and materials presented are explicitly connected to shared research dealing with teaching, learning, or practice. Evidence can be drawn from qualitative and quantitative methods, interdisciplinary and methodological approaches, reflections and experiences, participatory practices, community knowledge, Indigenous and/or other ways of knowing.	4=Excellent   3=Good   2=Fair   1=Poor
Applicability/ Transferability	The idea, topic, practice, etc., is relevant to the field of educational and/or organizational development and likely to be applicable/transferable to other institutions and programs.	4=Excellent   3=Good   2=Fair   1=Poor

Advances/ Advocates Equity and Inclusion	The session implements inclusive practices, fosters critical engagement with diverse perspectives, and/or encourages attendees to foster more equitable and inclusive campuses.	Meets expectations   Needs revision   Does not meet
Final Recommendation		Accept / Accept with Reservations / Reject

## Session-specific Rubric Dimensions

In addition to the general rubric applied to all session types, proposals will also be evaluated based on specific criteria relevant to their session type.

### Pre-conference Workshops (3 or 6 hours)

Dimension	Description	Scoring Scale
Innovation/ Insightfulness	This session offers fresh information and/or describes innovative or creative practices.	4=Excellent   3=Good   2=Fair   1=Poor
Session Alignment	The session activities (i.e., guiding questions and interactions planned) are clearly aligned with the session outcomes and will support participant engagement.	4=Excellent   3=Good   2=Fair   1=Poor

### Interactive Sessions (75 minutes)

Dimension	Description	Scoring Scale
Innovation/ Insightfulness	This session offers fresh information and/or describes innovative or creative practices.	4=Excellent   3=Good   2=Fair   1=Poor

Session Alignment and Interaction	The session activities (i.e., guiding questions and interactions planned) are clearly aligned with the session outcomes and will support participant engagement. Significant and appropriate interactions are planned that will enhance the participants' understanding and/or experience with the session.	4=Excellent   3=Good   2=Fair   1=Poor
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## Workshop-in-a-Box (75 minutes)

Dimension	Description	Scoring Scale
Session Alignment	The session activities (i.e., guiding questions and interactions planned) are clearly aligned with the session outcomes and will support participant engagement. The proposal contains a description of adjustments/adaptations to the original workshop that will be made to accommodate for the time frame allotted. Resources that will be provided to participants as part of the sessions are clearly outlined.	4=Excellent   3=Good   2=Fair   1=Poor

## Perspectives Sessions (75 minutes)

Dimension	Description	Scoring Scale
Panel Design	This session includes a moderator (primary presenter) and at least three panelists that contribute to the diversity of perspectives. Panelists have varied experiences (e.g., disciplinary backgrounds, lived experiences, jobs, institutional types) to provide multiple perspectives on the session topic.	4=Excellent   3=Good   2=Fair   1=Poor
Session Alignment	The session includes thoughtfully prepared and articulated guiding questions to kick off the perspectives session with the panelists. The proposal clearly states how the moderator will integrate the audience into the discussion.	4=Excellent   3=Good   2=Fair   1=Poor

## Research Sessions (30 minutes) \*\*

*This session will be presented to both on-the-ground attendees and broadcast/live-streamed to a virtual audience.*

Dimension	Description	Scoring Scale
Research Components	The proposal clearly articulates the methodology used in the study and provides an overview of the results.	4=Excellent   3=Good   2=Fair   1=Poor

## POD Talks (8-10 minutes) \*\*

*This session will be presented to both on-the-ground attendees and broadcast/live-streamed to a virtual audience.*

Dimension	Description	Scoring Scale
Innovation/ Insightfulness	This session offers fresh information and/or describes innovative or creative practices.	4=Excellent   3=Good   2=Fair   1=Poor

## Posters (60 minutes)

Dimension	Description	Scoring Scale
Innovation/ Insightfulness	This session offers fresh information and/or describes innovative or creative practices.	4=Excellent   3=Good   2=Fair   1=Poor

## Birds of a Feather (75 minutes)

Dimension	Description	Scoring Scale
Session Alignment	The session activities (i.e., guiding questions and interactions planned) are clearly aligned with the session outcomes and will support participant engagement. Sample guiding questions are included and moderation techniques are described in the proposal.	4=Excellent   3=Good   2=Fair   1=Poor

## Review and Selection Process

The session selection process involves a highly rigorous review of every proposal received. Proposals are assigned for review to POD Network members who have specific expertise in one of the Session Topics and have completed the reviewer training. Each proposal is reviewed according to the specific criteria and rubrics of each session type.

Following individual reviews of the proposals, Session Coordinators will evaluate the reviews by session type and provide recommendations to the conference committee on proposals that should be accepted. Additionally, Session Coordinators will be reading reviews to ensure that they meet expectations for [Care, Dialogue, and Accountability](#) (i.e., welcome diverse perspectives, provide constructive feedback, and engage in curiosity) and are free of discriminatory bias in their assessment.

The Conference Committee Program Chair(s) make the final decisions on accepting proposals for the annual conference, taking into strong consideration the recommendations made by the Session Coordinators. The POD Network receives more session proposals than can be selected, as limited space is available at the conference venue. The session topics may also impact selection decisions. To maintain a diverse program of topics, the Conference Committee Program Chairs may elect to accept or reject sessions based on the over or under-abundance of a particular topic area.

## Submission & Review Dates

### Submission Dates

- April 3, 2026: Call for Proposals sent to POD Network Members
- April 6, 2026: Proposal Submission Opens via Oxford Abstracts
- May 1, 2026: Proposal Submission Closes
- End of June, 2025: Notification of proposal acceptances
- July 1, 2026: Committee & SIG Special Interest Group (SIG) Sessions

### Reviewer Dates

- April 24, 2026: Deadline to sign up to volunteer as a peer-reviewer
- May 1, 2026: Deadline to complete Reviewer Training
- May 15, 2026: Proposal Reviews Completed

### Acceptance Notifications

Notification about conference acceptances will be sent by the end of June to the email address provided in the session proposal submission.

## Committee & Special Interest Group (SIG) Sessions

These sessions provide space for Committees and Special Interest Groups (SIG) to share their expertise and/or support attendee development in specific topic areas. Each Committee and SIG will be granted one session with assumed acceptance. These sessions will count toward presenter limits. The proposals for these sessions must have committee/SIG approval before submitting.

**This year, sessions from Committees and SIGs will be submitted through a separate process. Committee & SIG sessions must be submitted by July 1, 2026.**

Some Committees and SIGs provide additional signature Professional Development Sessions for the POD Network. These include the following sessions and pre-conference workshops:

- Getting Started: Workshop for New Educational Developers (Professional Development Committee (PDC))

- Career Moves: Preparing Yourself for Work That Matters (Graduate Student, Professional Student, and Postdoctoral Scholar Development (GPPD))
- Center Directors or Early Career (PDC)

## Committee and Special Interest Group (SIG) Meetings

All committees and SIGs are invited to host their annual meeting online the week before the conference. The Conference Committee and POD Office will reach out to schedule the pre-conference virtual meeting and on-the-ground meetups in San Diego.

## Affinity Groups

There will be opportunities for affinity group meetings and activities offered throughout the conference. Affinity groups provide a forum for individuals who share a common identity as members of a marginalized group. To indicate your interest in joining one or more affinity groups, [please fill out this affinity group registration form](#).