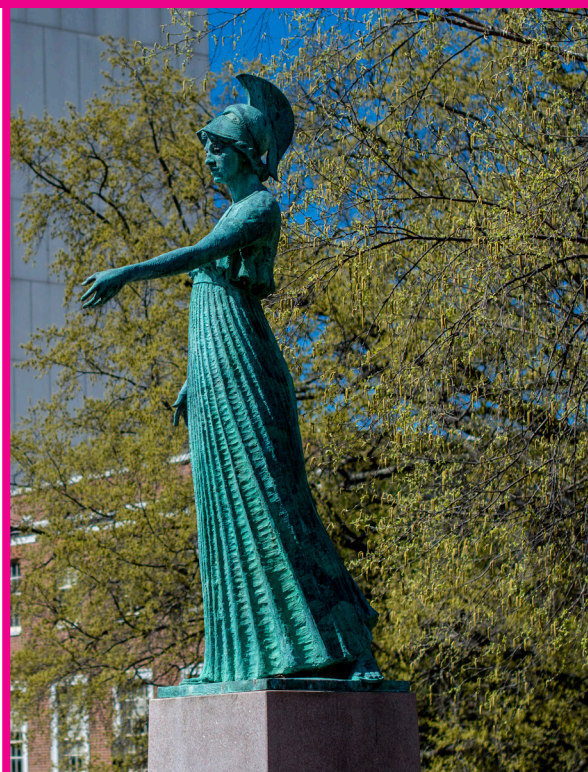


INSTITUTE FOR NEW FACULTY DEVELOPERS



Greensboro, NC
July 29-Aug 2, 2019

pod
NETWORK





6333 State Route, Suite 102
East Syracuse, NY 13057
315-214-2440

July 29, 2019



Dear Colleagues,

Welcome to the 2019 POD Institute for New Faculty Developers! This a signature POD event sponsored by the Professional Development Committee for over 30 years. As a former INFD participant in Montreal in 2007 and having chaired the 2017 Institute in Saratoga Springs, I can say with confidence that you are in for an engaging, inspiring, and fun week of workshops and networking.

If you find yourself looking for other opportunities to build on the work you do this week, the Professional Development Committee also sponsors the following activities:

- *Getting Started: A Preconference Workshop for New Educational Developers* during the POD Network Annual Conference (November 13-17 in Pittsburgh this year).
- *PODLive! Webinars* featuring research and best practice conversations about educational development topics.
- *MasterMind* groups of three to five colleagues who provide each other continued support and accountability as individuals work toward their own professional development goals.

Information on how to get involved in these activities can be found on the POD Website (<https://podnetwork.org/>). We also encourage you to visit our table during the resource fair at the conference in Pittsburgh to learn about opportunities to serve on the committee.

I hope you all have a great week as you build a solid foundation for your career in educational development.

A handwritten signature in black ink, appearing to read "Chris Price".

Chris Price, Ph.D.
Chair, POD Professional Development Committee
Academic Programs Manager, SUNY Center for Professional Development

Week Overview

Monday

Tuesday

Wednesday

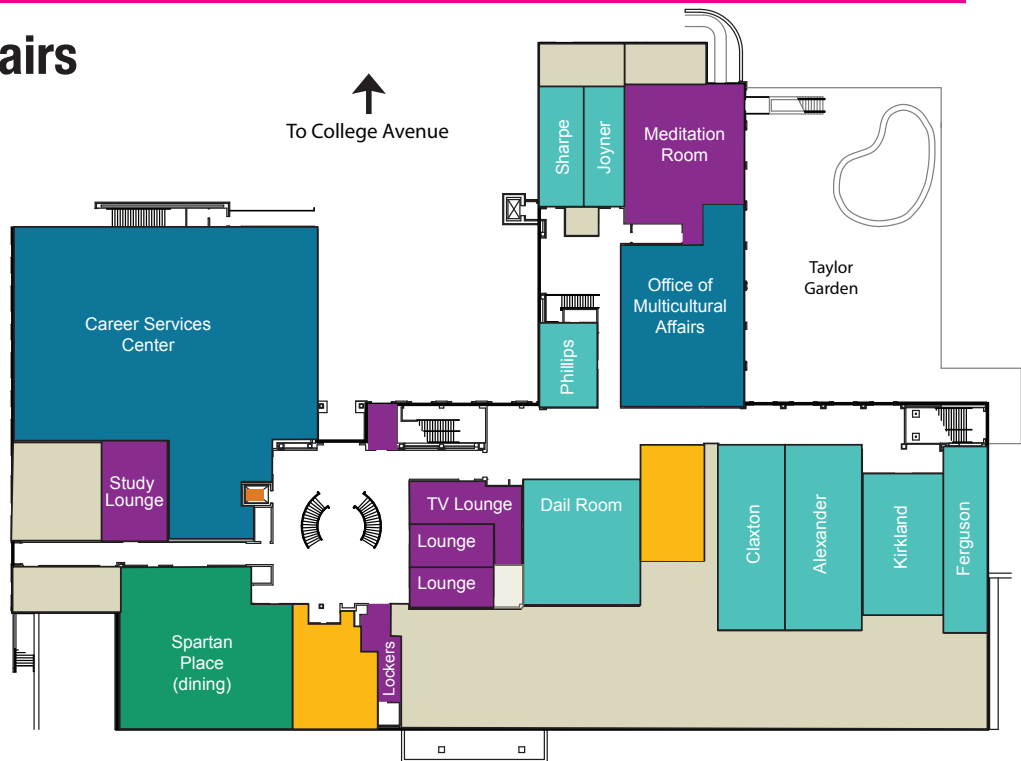
Thursday

Friday

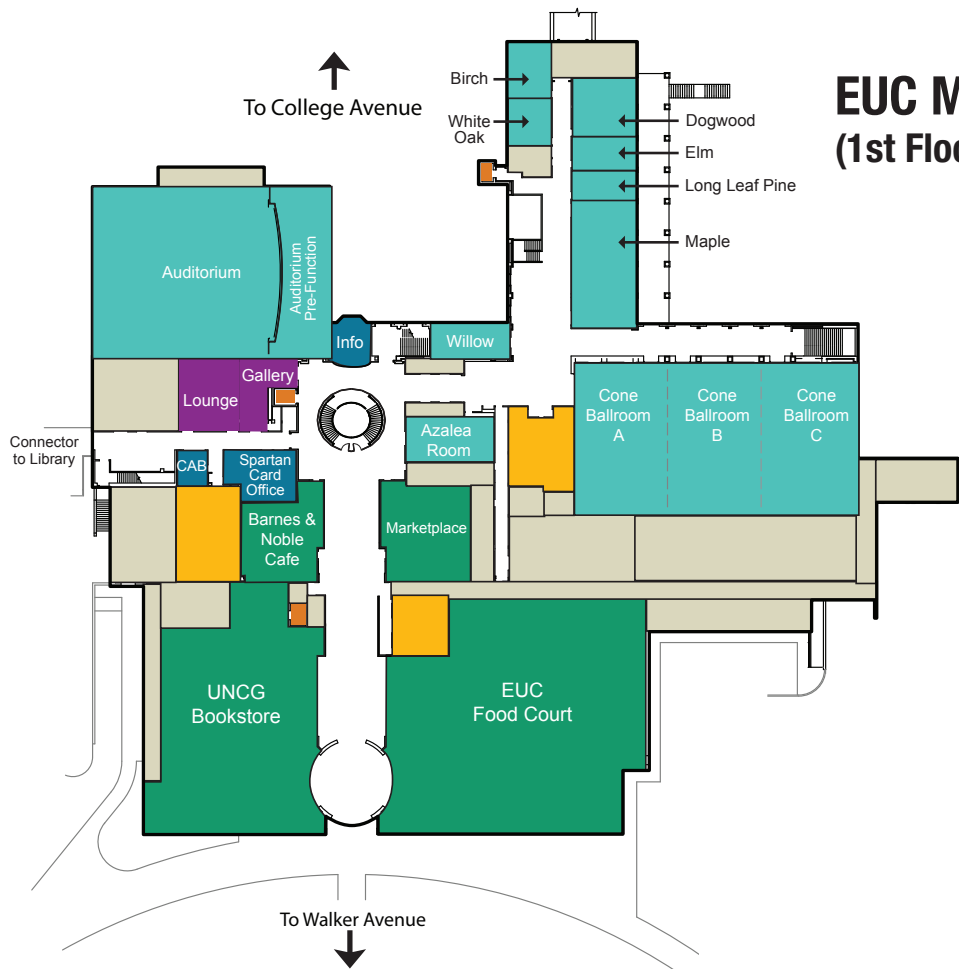
		7:45AM - 8:30AM Buses Leave from Marriott & Biltmore	7:45AM - 8:30AM Buses Leave from Marriott & Biltmore	7:45AM - 8:30AM Buses Leave from Marriott & Biltmore	7:45AM - 8:30AM Buses Leave from Marriott & Biltmore
8:30AM 8:45AM		Breakfast & Meeting with Resource Groups	Breakfast & Meeting with Resource Groups	Breakfast & Meeting with Resource Groups	Breakfast & Meeting with Resource Groups
9:00AM 9:15AM 9:30AM 9:45AM	Buses will depart from front entrance of the Marriott & Biltmore Hotels on a rotating basis during the listed times.	Morning Plenary Deandra Little History	Morning Plenary Todd Zakrajsek Networks	Morning Plenary Diana Ashe Hogwarts	Rotating Sessions 1 9:00AM - 9:45AM
10:00AM 10:15AM 10:30AM 10:45AM		9:00AM - 10:30AM BREAK	9:00AM - 10:30AM BREAK	9:00AM - 10:30AM BREAK	Taking It Back to Campus 10:00AM - 11:15AM
11:00AM 11:15AM 11:30AM 11:45AM		Rotating Workshops 10:45AM - noon	Rotating Workshops 10:45AM - noon	Rotating Workshops 10:45AM - noon	Buses Return to Marriott & Biltmore
12:00PM 12:15PM 12:30PM 12:45PM		Lunch Plenary on Inclusive Practice	Lunch Plenary on Inclusive Practice	Lunch Plenary on Inclusive Practice	
1:00PM 1:15PM 1:30PM 1:45PM	Check-in Begins 1:00PM - 2:00PM Buses Leave from Marriott & Biltmore	Rhonda Fitzgerald noon - 1:45PM	Jane Fernandes noon - 1:45PM	Carl Moore noon - 1:45PM	Buses will depart from the front entrance (Walker Ave) of the Elliott University Center on a rotating basis during the listed times.
2:00PM 2:15PM 2:30PM 2:45PM	Welcome 2:00PM - 2:45PM	Rotating Sessions 1 2:00PM - 2:45PM	Rotating Sessions 1 2:00PM - 2:45PM	Rotating Sessions 1 2:00PM - 2:45PM	
		BREAK	BREAK	BREAK	
3:00PM 3:15PM 3:30PM 3:45PM	Meeting with Resource Groups 2:45PM - 4:00PM	Meeting with Resource Groups 3:00PM - 4:00PM	Meeting with Resource Groups 3:00PM - 4:00PM	Meeting with Resource Groups Travel to	
4:00PM 4:15PM 4:30PM 4:45PM	Welcome from POD President Angela Linse 4:00PM - 5:00PM	Rotating Sessions 2 4:00PM - 4:45PM	Rotating Sessions 2 4:00PM - 4:45PM	International Civil Rights Museum 3:00PM - 6:00PM	** Please arrive early to ensure you make the bus to hotel.
	Dining Circles 5:00PM - 6:30PM	5:00PM - 6:00PM Buses Return to Marriott & Biltmore	5:00PM - 6:00PM Buses Return to Marriott & Biltmore	Reception 6:00PM - 8:30PM	
	Buses Return to Marriott & Biltmore			Buses Return to Marriott & Biltmore	

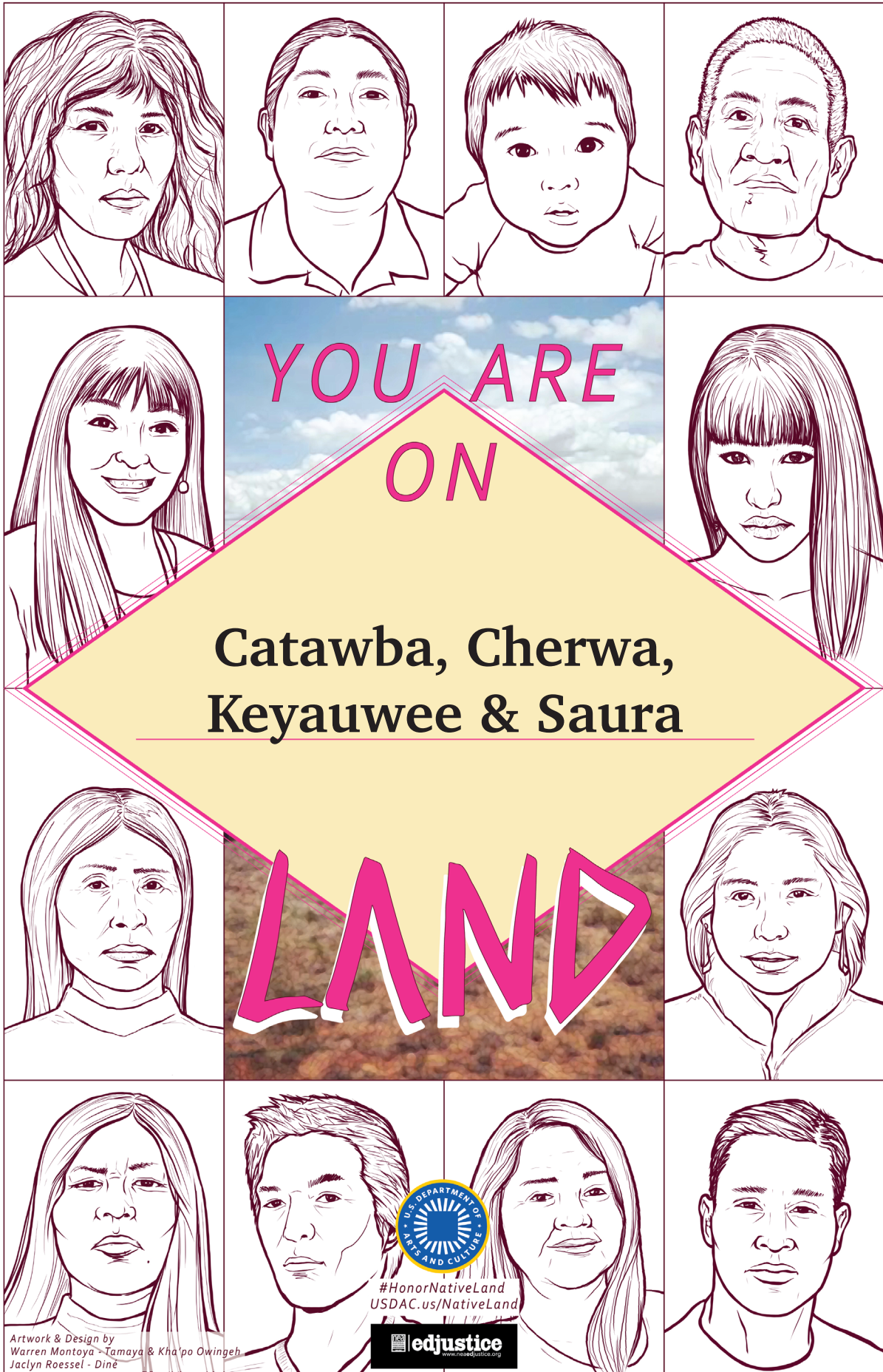
EUC Map

EUC Downstairs (Ground)



EUC Main (1st Floor)





Artwork & Design by
Warren Montoya - Tamaya & Kha'po Owingeh
Jaclyn Roessel - Diné

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2019 Resource Faculty



Diana Ashe UNC-WILMINGTON

Diana Ashe is Director of the Center for Teaching Excellence and Center for Faculty Leadership and Professor of English at the University of North Carolina Wilmington. Professor Ashe balances her work in faculty development with teaching courses and publishing in rhetoric and professional writing. In addition, Dr. Ashe has been a principal investigator or co-principal investigator on grant projects funded by the U.S. Department of State, the Association of College and Research Libraries, the American Association of Colleges and Universities, and the UNC System General Administration, along with participating in a National Endowment for the Humanities Summer Institute and several UNCW internal grants. Co-editor of the peer-reviewed second edition of *Best Practices in University Teaching* with Caroline Clements, Professor Ashe has published articles on academic mentoring and leadership development, writing program administration, and environmental rhetoric.



Dorothe Bach UNIVERSITY OF VIRGINIA

Dorothe Bach is an Associate Director and Professor, General Faculty, at the Center for Teaching Excellence, University of Virginia. Born and raised in Germany, Dorothe received an M.A. from the Albert-Ludwigs-Universität in Freiburg and a Ph.D. in German Literature from the University of Virginia. She brings 16 years of experience in educational development and currently serves on POD's CORE committee. At her home institution, Dorothe designs, directs, and co-facilitates a variety of educational development programs, including the Ignite Program, the Student-Faculty Partnership Initiative, and the Course Design Institute. In addition, she consults with faculty, graduate students, and departments on teaching and learning and she regularly presents workshops locally, nationally and internationally. Her research interests include early and mid-career faculty retention and career satisfaction, course design, learning portfolios, contemplative pedagogy, using social media for learning, curriculum development and opening spaces for transformational learning



Diane Boyd FURMAN UNIVERSITY

Diane E. Boyd is the Associate Dean of Faculty Development and the Executive Director of the Faculty Development Center at Furman University in Greenville, SC. Her most recent scholarly publications focus on learning improvement, cognitive science and active learning, the intersection of faculty vitality and student success, and learner motivation. She has led faculty and staff colleague professional development at a range of institution types, including a regional public, an "R1", and a small liberal arts college. She currently teaches interdisciplinary writing seminars on inclusive leadership and the science of creativity.



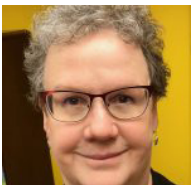
Amy Brown UNC-GREENSBORO, Planning Team Member

Amy Brown is the Assistant Director of Technology Enhanced Pedagogy in the Teaching Innovations Office at the University of North Carolina at Greensboro. Amy works directly with UNCG faculty members to assist them to use instructional technology in pedagogically-sound ways to move instruction forward. Amy completed her B.A. in Speech Communications (UNCG), her M.A. in Communication (University of Memphis) and Post-Master's Certificate in Web-Based Learning (Appalachian State). She is working on a Graduate Certificate in Computer-Based Instruction (ECU). Her interests include collaborative learning, social constructivism, and learning analytics to find insight into student interactions in online environments.



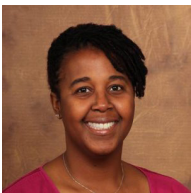
Riley Caldwell-O'Keefe AMHERST COLLEGE

Riley Caldwell-O'Keefe is the founding Director of the Amherst College Center for Teaching and Learning and is co-chair of the POD Diversity Committee. Her current educational development research focuses on student voice and course feedback. She is committed to reflective and inclusive practices. Riley supports individual faculty and departments through course design, curricular initiatives and programming. Previously Riley was a faculty member in the Boise State University theatre department and the Associate Director of the general education program, implementing and assessing a new curriculum. She served 10 years in the U.S. Air Force and drew on this experience for her master's and doctoral work which she completed at UC Santa Barbara with a Feminist Studies doctoral emphasis. Riley is dedicated to project-based work as evidenced by her disciplinary work at the NY Historical Society and Waterwell Theatre's "Blueprint Specials" as well as her students' production of the Idaho LGBTQ Oral History Archive. She has taught a variety of courses over the last 15 years and is active in presenting as an invited speaker and at conferences on a variety of topics.



Eli Collins-Brown WESTERN CAROLINA UNIVERSITY

Eli Collins-Brown has been working in higher education for 20+ years as a curriculum developer, instructional designer, technologist, instructor and leader. Her focus has been on web-based, blended and online education but over the years has branched into the improvement of teaching and learning environments in all modalities and educational/faculty development. Eli's work centers on creating effective and meaningful learning environments, with or without technology. Through her research and practice, Eli has found that technology-supported instruction can create significant learning experiences in different modalities that enhance engagement, discussion, access to content and connectedness to students. She earned her doctorate in Curriculum & Instruction from Illinois State University, a Master's in Educational Research and Collaboration from TCU, and a Bachelor's in Business Management from Northwood University.



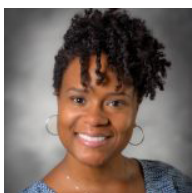
Mika Davis UNC-GREENSBORO, Planning Team Member

Mika Davis is an Instructional Technology Specialist in the Information Technology Services: Learning Technology at the University of North Carolina at Greensboro. She facilitates learning opportunities that empower educators to integrate elements of instructional design, emerging technologies and digital pedagogies to support teaching and learning. Mika received her BS in Professional Writing from the University of Houston, her MLIS from North Carolina Central University, and her MS in Instructional Design and Technology from Full Sail University. Additionally, Mika serves as an adjunct instructor in Instructional Design at Guilford College and holds certifications in K12 education, librarianship, and Design Thinking. Mika is passionate about personalized learning, active learning environments, redesigning classroom spaces, blended, hybrid and online learning.



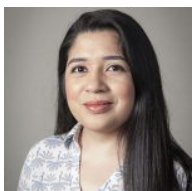
Martha Diede SYRACUSE UNIVERSITY

Martha A. K. Diede is the start-up director of the Center for Teaching and Learning Excellence at Syracuse University. She has a wide variety of experiences in higher education, having navigated faculty ranks to become a full professor, created a campus nanny-share initiative, and developed partnerships across campuses for faculty and staff leadership development, Quality Matters adoption, and classroom space design for renovation and new builds. She earned her PhD in Shakespeare from Baylor University and is a certified Big-5 trainer. Before becoming a faculty developer, she taught face-to-face and hybrid courses. Her strengths in faculty development include program development and assessment, project intake and processes as they apply to faculty development, and redesigning learning environments for active learning. She is also a cancer survivor and interested in ways that the faculty role can be re-imagined to be more inclusive across the career span.



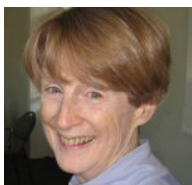
Carla Fullwood UNC-GREENSBORO

Carla Fullwood has diverse curricular and co-curricular experiences in higher education including over ten years in diversity and social justice education. Ms. Fullwood's professional interests include designing and facilitating learning opportunities on anti-bias, racial equity, intercultural competency, & intergroup dialogues. She has also taught classes on topics including leadership development, cross-cultural engagement, and intergroup dialogues. Ms. Fullwood has a Bachelor of Arts degree in communication and media from the State University of New York at New Paltz and a Master of Arts degree in student affairs administration in higher education from Ball State University. She is currently pursuing a Ph.D. in the educational leadership and cultural foundations program at the University of North Carolina at Greensboro.



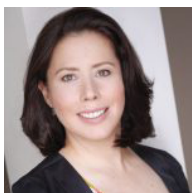
Marisa Gonzalez UNC-GREENSBORO, Planning Team Member

Marisa Gonzalez is the University Program Associate in the University Teaching and Learning Commons at the University of North Carolina at Greensboro. In her role, Marisa provides support to the three offices that make up the UTLC and is the coordinator of the university-wide Teaching Excellence Awards. Marisa received her BA in Spanish Education (K-12) at UNCG and her MA in Languages, Literature, and Cultures (UNCG), with a focus on the identity and inclusion of Heritage Language Learners in a K-12 environment. Marisa has a special interest in Equity, Diversity, and Inclusion in higher education classrooms as well as college access for Latinos and has plans to pursue a Ph.D. in Education.



Jane Harris UNC-GREENSBORO

Jane Harris, retired, served as Educational Innovation and Design Consultant for the School of Health and Human Sciences at the University of North Carolina Greensboro for over 15 years. During that time, she provided consultations and workshops across campus and taught courses in teaching and learning for community health doctoral students and web design. Her foci have been pedagogy and instructional technology. She has presented at multiple conferences including Lilly North and South, The Teaching Professor, and OLC Innovate. She is an associate editor for the Merlot Faculty Development Community. Jane holds a BA, MM, and PhD in Music as well as an MSIS in Information Sciences.



Cassandra Volpe Horii CALIFORNIA INSTITUTE OF TECHNOLOGY Past POD President

Cassandra Volpe Horii is Founding Director of the Center for Teaching, Learning, and Outreach at the California Institute of Technology (Caltech). She also serves as the 2018-19 President of the POD Network, as a member of the National Academies Roundtable on Systemic Change in Undergraduate STEM Education, and as a regular presenter at the national Workshop for New Physics and Astronomy Faculty, organized by the American Association of Physics Teachers. Her work explores evidence-based teaching in STEM, along with current issues related to faculty and educational development at colleges and universities such as use of technology, novel consultation methods, inclusive teaching and mentoring, assessment and evaluation, and organizational change. Dr. Horii has a background in physics and environmental science and over 15 years of higher education leadership and advocacy, including past roles as Dean of the Faculty and Founding Director of the Faculty Center at Curry College, Associate Director of the Derek Bok Center for Teaching and Learning at Harvard University, and teaching positions in engineering and applied sciences, expository writing, and first year seminars.



Min-Ken Liao FURMAN UNIVERSITY

Min-Ken Liao is a Professor in the Biology Department and the Executive Director of the Faculty Development Center at Furman University. She teaches undergraduate microbiology and genetics related courses and her research focuses on the anthropogenic impacts on bacterial communities in urban stream environment. For faculty development, she aims to provide opportunities and supports for faculty of different disciplines and interests across their career span and to create a space for faculty to be and become. She also teaches mindfulness class and yoga on campus.



Angela Linse PENNSYLVANIA STATE UNIVERSITY

POD President

Angela Linse has been involved in faculty, instructional, and organizational development since the late 1990s. She serves as the Associate Dean and Executive Director of the Schreyer Institute for Teaching Excellence. She has expertise in enhancing teaching and learning at research universities and an extensive record of faculty professional development in university teaching centers. She has written and presented widely on enhancing teaching and learning, diversity, and assessment. Her current areas of specialization are inclusive teaching and diversity in higher education (especially in the STEM disciplines), assessment of student learning for accreditation, strategic planning, academic leadership, and professional development for teaching and learning center directors. She is the former Director of Temple University's Teaching and Learning Center in Philadelphia. She held a variety of faculty and TA development positions at the University of Washington (UW) in Seattle including with the Center for Instructional Development and Research and the Center for Engineering Learning and Teaching. She has been successful obtaining funding from government organizations and private foundations to support faculty development and the integration of teaching and research. She received her Ph.D. in Anthropology from the University of Washington.



Deandra Little ELON UNIVERSITY

Deandra Little is the Associate Provost and Director of the Center for the Advancement of Teaching and Learning and is a professor of English at Elon University in North Carolina. Deandra has been involved in educational development since 2000, first as a graduate student consultant at Vanderbilt University, while she was finishing her PhD in US Literature, then for a decade at the center for teaching and learning at the University of Virginia before moving to Elon University. To support faculty at a mid-sized liberal arts university, Elon's center supports and fosters evidence-based, innovative and inclusive teaching and learning and the scholarship of teaching and learning (SoTL). Deandra's scholarship and interests include educational development practice, leadership, and identity, individual consultations, teaching in the humanities, and teaching with visual images. She has written and presented nationally and internationally on these topics and on effective course design. Deandra is currently a Vice President of the International Consortium of Educational Development (ICED, 2016-2018) and a former president of the POD Network (2014-2017) and member of the Core Committee.



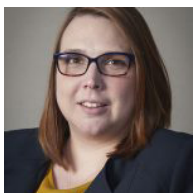
Carl Moore UNIVERSITY OF THE DISTRICT OF COLUMBIA

Carl Moore is Assistant Chief Academic Officer at University of the District of Columbia. He also serves as Certificate Faculty for Temple University's Center for the Advancement of Teaching. He has a Doctorate of Education in Urban Education from Temple University and a Masters of Arts from The Ohio State University in Higher Education Administration. His dissertation investigated how exemplary college faculty employ Universal Design for Learning principles in their teaching practices. He has been teaching for over 12 years and has created and instructed a variety of courses in education at Temple, Cabrini College, and Arcadia University in both face-to-face and online formats. He also frequently an invited speaker and consultant on inclusion, leadership, and teaching and learning related topics. Prior to his current role, he was Dept Chair/Director of the CTL at UDC and served as the Assistant Director of the Teaching and Learning Center at Temple University. He also served in a number of student services roles that focused on providing individual and institutional support to retain and advance learner success. These roles include: at the Community College of Philadelphia, Director of Student Success Initiatives; at Temple, Associate Director of Fox Advising, Assistant Director of Multicultural Education; at Kutztown University, Upward Bound TRIO Program Director. As a self-described social justice advocate and "techie," the sum of his passion lies in the development of programs on teaching with technology and inclusion in higher education. Current member of the POD Core Committee.



Ben Peterson UNC-GREENSBORO, Planning Team Member

Ben Peterson is the coordinator of faculty programs and services for the Teaching Innovations Office at the University of North Carolina at Greensboro. He holds a B.A. in Political Science and Economics from UNC-Chapel Hill and a Ph.D. in Political Science from the University of Michigan. His research has focused on seriousness and playfulness as dispositions of citizens, and he is particularly interested in the recent phenomenon of “gamification” – the attempt to use game elements to enhance non-game activities. He is passionate about the interaction between curriculum design and the compelling form of engagement that is offered by games. His research and teaching interests are guided by a concern with student motivation and reflective learning, which he believes is central to the development of thoughtful citizens.



Laura Pipe UNC-GREENSBORO, Planning Team Member

Laura Pipe is the inaugural director of the the Teaching Innovations Office and implements pan-university faculty development initiatives at the University of North Carolina at Greensboro. Throughout her career, Laura has developed academically enriched programs that promote integrated learning, teaching innovations and faculty collaboration. Her expertise is in inclusive teaching and integrated learning, and she serves on the editorial board of the Journal for Learning Communities Research and Practice and is a Consulting Editor for the journal College Teaching. Laura completed her B.S. in Journalism (Texas Christian University), her M.S. in Higher Postsecondary Education (Syracuse University), and her Ph.D. in Kinesiology (UNCG). Her scholarly and teaching interests focus on action sports (bicycle motocross, skateboarding, stock car racing) and Native health, and center on the construction and regulation of public and private space. Current member of the POD Core Committee.



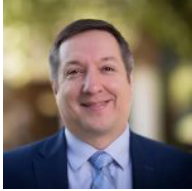
Theresa Ronquillo VIRGINIA COMMONWEALTH UNIVERSITY

Theresa Ronquillo, PhD, MSW is the Assistant Director of the Center for Teaching and Learning Excellence and an Assistant Professor in Teaching in the School of Social Work at Virginia Commonwealth University. She previously worked as an Instructional Consultant at the University of Washington’s Center for Teaching and Learning and is the Co-Founder and Co-Director of Theater for Change UW, a faculty development program that uses interactive, social justice theater to promote inclusive and equitable educational environments. Dr. Ronquillo’s interests include curriculum transformation, innovative collaborations, community-engaged teaching and learning, evidence-based inclusive teaching, arts- and theater-based pedagogies, and critical pedagogical approaches.



Jennifer Stephens UNC-GREENSBORO

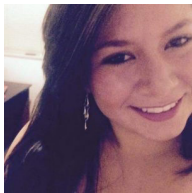
Jennifer Stephens directs the Residential Colleges Office and is the Director of the Teacher Education Fellows Program at the University of North Carolina Greensboro. She has served as an Education Policy Fellow and on several editorial boards for international journals. She holds a B.A. in Education from UNC-Chapel Hill, an M.S. in Counseling from NCSU, and a Ph.D. in Educational Studies with a concentration in Cultural Studies from UNCG. Her research interests include school-university-community collaborations, culturally-responsive and critical place-based pedagogies, curriculum development and design, and innovative practices in teaching. Influencing her work with educators and students is a teaching philosophy that involves learning as a holistic endeavor that is reciprocal and extends beyond the classroom.



Todd Zakrajsek UNC-CHAPEL HILL

Todd D. Zakrajsek is an Associate Professor in the Department of Family Medicine at The University of North Carolina at Chapel Hill, where he serves as the Associate Director of the Faculty Development Fellowship Program. In addition to his work at UNC providing resources for faculty on various topics related to teaching/learning, leadership, and scholarly activity, Todd serves on several educationally-related boards. Todd has served on boards and workgroups charged with creating resources and opportunities related to teaching and learning, including American Council on Education (ACE), Communicating Science in K-12 (Harvard); The Gates Foundation; Education Research Initiative (Lenovo Computer); Journal on Excellence in College Teaching; Technology Enriched Instruction (Microsoft). Todd has twice served as an elected core committee member for the Professional Organizational Developers Network and also as co-chair of the National Academies Collaborative. His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning. His most recent books include *Dynamic Lecturing* (co-authored with Christine Harrington; Stylus, 2017), *Teaching for Learning* (co-authored with Claire Major and Michael Harris, Routledge Publishing; 2015), and *The New Science of Learning* (co-authored with Terry Doyle; Stylus; 2nd Edition will be released in fall of 2018). Todd has been a visiting professor/workshop facilitator and delivered keynote addresses at over 300 campuses and teaching conferences.

Special Thank You



Cristina Arango UNC-GREENSBORO, Assistant Event Coordinator

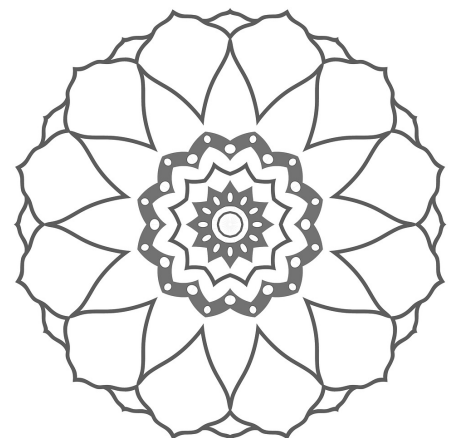
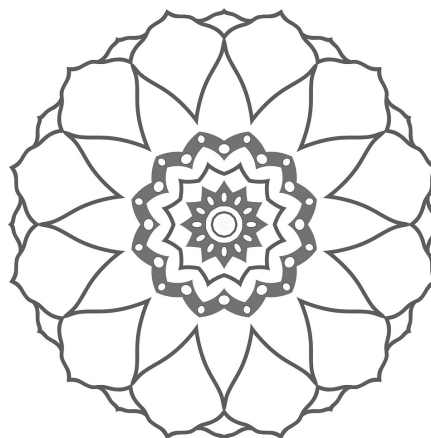
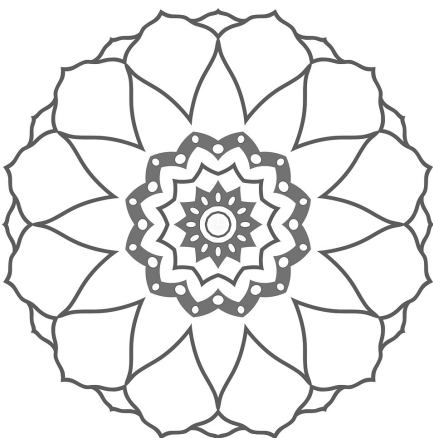
Cristina Arango Callejas is the Graduate Assistant in the Teaching Innovations Office at the University of North Carolina at Greensboro. Cristina completed her B.A. in Spanish (UNCG) and her M.A. in Spanish (UNCG) concentrating on Hispanics in the United States. The cohort of her research is the identity of Latinos, as a minority in higher education. Cristina hopes to continue her studies and work on a Ph.D. that would focus on Latinos in higher education, especially on how to implement curriculums to better enhance their educational experience.



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING



Elliot University Center Staff at UNCG
for all their wonderful work this week.



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Monday

2:00PM

Welcome
Cone Ballroom

2:45PM

Meet with Resource Group
Various Locations

- | | |
|-----------------------------------|---------------------|
| Group 1: Cone Ballroom | Group 8: Kirkland |
| Group 2: Cone Ballroom | Group 9: Claxton |
| Group 3: Cone Ballroom | Group 10: Alexander |
| Group 4: Breakout Space 1st floor | Group 11: Dail |
| Group 5: Cone Ballroom | Group 12: Kirkland |
| Group 6: Dail | Group 13: Claxton |
| Group 7: Dail | Group 14: Alexander |

4:00PM

Welcome to the POD Network: Who are we and where do we come from?
Cone Ballroom
Angela Linse, PENN STATE

Educational development is an umbrella term that encompasses faculty, instructional, and organizational development in higher education. The purpose of this session is not only to welcome you, but to ensure that you know you belong. The POD Network welcomes educational developers from all types of institutions and all disciplines and along many different pathways. In order for you to belong, you need to know a little about the professional society that represents you and how this organization works.

5:00PM

Dining Circles
Cone Ballroom

Each table will have a different topic hosted by the Resource Faculty. Find the table that interests you most.

6:30PM

Buses return to the Marriott & Biltmore Hotels
EUC Entrance

Educational Development Puzzles

D I N B Z P L P K M P X Y W U
K A R A O K E R N C O X E O J
E G T A Y S N A O O D H E R I
N N B N G Q P C W L F L C K N
G I A D E G K T L L E G N S T
A H I R T P D I E A Q N E H E
G C P A A F R C D B P I I O R
E A U G R J N E G O E N C P C
M E N O T V R H E R D R S S U
E T Y G S S C Y R A A A O T L
N I Y Y H R N L C T G E R V T
T Y T I U Q E J P I O L U R U
G Y P D E S I G N O G N E Y R
G N I R O T N E M N Y W N M A
A Y C O N S U L T A T I O N L

POD	WORKSHOPS
PEDAGOGY	MENTORING
TEACHING	LEADERSHIP
STRATEGY	NEUROSCIENCE
KARAOKE	
LEARNING	
PRACTICE	
EQUITY	
INTERCULTURAL	
ENGAGEMENT	
ANDRAGOGY	
CONSULTATION	
DESIGN	
KNOWLEDGE	
COLLABORATION	

Tuesday

8:30AM -
9:00AM

Meet with Resource Group

Various Locations

Group 1: Cone Ballroom
Group 2: Cone Ballroom
Group 3: Cone Ballroom
Group 4: Breakout Space 1st floor
Group 5: Cone Ballroom
Group 6: Dail
Group 7: Dail

Group 8: Kirkland
Group 9: Claxton
Group 10: Alexander
Group 11: Dail
Group 12: Kirkland
Group 13: Claxton
Group 14: Alexander

9:00AM -
10:30AM

Morning Plenary

Cone Ballroom

The Field of Educational Development: Where are we going? Where have we been?

Deandra Little, ELON

Over the past fifty years, the field of educational development has evolved in ways that early developers may not have anticipated. As the field has matured, its foci, value, tactics and strategies have changed and been redirected. These changes mirror changes in the broader landscape of higher education and the teaching, learning, and professional needs of students, faculty and staff members who educational developers work with and support. In this plenary, we'll consider historic milestones in the field of educational development in North America and imagine together what the future might hold.

10:30AM -
10:45AM

Break

Cone Ballroom

10:45AM -
noon

Rotating Workshops

A Panel Discussion on New Faculty Orientation

Cone Ballroom

Join the Resource Faculty as they share the ups-downs, ins-and-outs of New Faculty Orientation.

Resource Faculty: Diane Ashe (UNCW), Dorothe Bach (UVA), Diane Boyd (Furman), Riley Caldwell-O'Keefe (Amherst), Martha Diede (Syracuse)

Technology as Pedagogy

Claxton (downstairs)

This workshop introduces a variety of approaches to guiding faculty members in their use of new technology in their teaching from consultation to implementation. While using some new technologies, we will explore engaging ways to teach faculty members about technology and promote their success.

Resource Faculty: Amy Brown (UNCG), Mika Davis (UNCG), Jane Harris (UNCG)

Program Assessment

Kirkland (downstairs)

If you are going to deliver programs, it is imperative that you know when the programs bring about your intended outcomes. Developing an effective program assessment plan will help with allocating resources, asking for additional funding, justifying the importance of the educational development efforts/office, and provide extremely valuable data for accreditation reports. Good outcome data is worth its weight in gold. In this session we will look at ways to assess program effectiveness and how the data might best be put to effective use on your campus.

Resource Faculty: Ben Peterson (UNCG), Todd Zakrajsek (UNC-CH)

Tuesday (continued)

10:45AM -
noon

Rotating Workshops (cont.)

Just Classroom: Promoting Equity in Teaching

Dail (downstairs)

In this session, attendees will explore and define equity, diversity, and inclusion within a scholarly context for their campuses. Through transferable activities and guided reflection, participants will consider how to provide support for inclusive teaching to their faculty. This includes assisting faculty in navigating the teaching of challenging content related to inequity within the faculty member's respective discipline, as well as addressing broader diversity and inequity in today's learning environments. Attendees will consider the potential of teaching choices to marginalize or invite students to engage in the learning process. Additionally, the importance of strengths-based cultural approaches will be discussed.

Resource Faculty: Laura Pipe (UNCG), Jennifer Stephens (UNCG)

noon -
1:45PM

Lunch Plenary on Inclusive Practice

Cone Ballroom

Rhonda Fitzgerald SUSTAINED DIALOGUE INSTITUTE

As the Managing Director for the Sustained Dialogue Campus Network (SDCN), Rhonda Fitzgerald works to train, mentor, and provide guidance to a broad range of institutions and individuals seeking to transform their communities through Sustained Dialogue. Rhonda has been with SDI for 10 years, working with students, faculty, senior administrators, campus leaders, and facilitators to build lasting structures for inclusion on campuses. As an engaging public speaker and facilitator, Rhonda has a passion for developing college aged leaders with civic competency and cultural humility. Due to her in-demand skills and experiences, she has made an impact at several places around the globe, including Ethiopia where she supports the work of the Addis Ababa University Peace Club, who have led a Sustained Dialogue effort since 2008. She also brings experience from the Proinspire Management Fellows cohort, a program preparing non-profit leaders to build the sector. Rhonda is an alumna of Princeton University, where she participated actively as a moderator and leader of Sustained Dialogue.



2:00PM -
2:45PM

Rotating Sessions 1

Helping Faculty Do Learning Assessments

Alexander (downstairs)

Best practice is to give students authentic ways to demonstrate what they've learned, but often faculty find that they are tied to midterms and exams. In this interactive session, we will work on questions and ideas that can inspire faculty to think outside of the midterm/final/paper box. We will also consider ways for faculty to see for themselves that the changes they make are working.

Resource Faculty: Martha Diede (Syracuse)

On-Demand Resources and Reaching Faculty at a Distance

Claxton (downstairs)

Not all educational development efforts can - nor should they! - be delivered face-to-face. Whether you need to reach a wide array of faculty at a distance or want to make sure certain resources are available right when your audience needs them, this session will help you think through strategies for developing and distributing digital, on-demand resources. We will cover some basics, like newsletters and websites, and brainstorm how you can expand your reach in your contexts.

Resource Faculty: Ben Peterson (UNCG)

Tuesday (continued)

2:00PM -
2:45PM

Rotating Sessions 1 (cont.)

Working with STEM Faculty

Dail (downstairs)

Working with faculty in Science, Technology, Engineering, and Mathematics (STEM) fields comes with some unique challenges. In this session, we'll identify participants' prior conceptions about STEM fields and explore emerging findings on discipline-based educational research (DBER), departmental cultures, equity and inclusion, and organizational change. Participants will leave with strategies that educational developers of ALL backgrounds can use to work effectively with STEM colleagues.

Resource Faculty: Cassandra Volpe Horii (Cal Tech)

The 'Magic' and the Mundane of Starting a Center

Kirkland (downstairs)

In this session we will leverage learning design frameworks and research (e.g. Fink, ACE Faculty Development Center Matrix) to guide participants to build their "starting a center taxonomy". Faculty will be given time to create an action plan for building a center and identify their strengths and growth opportunities.

Resource Faculty: Carl Moore (UDC), Diane Boyd (Furman)

2:45PM -
3:00PM

Snack Break

Cone Ballroom

3:00PM -
4:00PM

Meet with Resource Group

Various Locations

Group 1: Cone Ballroom
Group 2: Cone Ballroom
Group 3: Cone Ballroom
Group 4: Breakout Space 1st floor
Group 5: Cone Ballroom
Group 6: Dail
Group 7: Dail

Group 8: Kirkland
Group 9: Claxton
Group 10: Alexander
Group 11: Dail
Group 12: Kirkland
Group 13: Claxton
Group 14: Alexander

4:00PM -
4:45PM

Rotating Sessions 2

Neuroscience of Learning

Cone Ballroom

The field of brain-based learning, and neuroscience in general, continues to captivate the attention of higher education. In this session, we will look at myths and evidence related to all learning (from a cognitive neuroscience perspective). As a result of this session you will avoid mistakenly teaching faculty members something that turns out to be a myth. We will also discuss WHY these myths persist and HOW learning really works in such situations

Resource Faculty: Todd Zakrajsek (UNC-CH)

Mapping to Build Culturally Competent Educational Development

Alexander (downstairs)

Resource Faculty: Riley Caldwell-O'Keefe (Amherst), Carla Fullwood (UNCG), Min-Ken Liao (Furman)

Tuesday (continued)

4:00PM -
4:45PM

Rotating Sessions 2 (cont.)

Establishing Credibility, Negotiating Territoriality, and Navigating Institutional Politics and Hierarchies

Claxton (downstairs)

In this session, we will tackle some of the issues that all new (and experienced) faculty/educational developers need to be prepared to address. We will start by exploring common myths about educational development and how CTLs operate. We will also consider of how to establish your own personal credibility with different constituencies. We will also discuss strategies for discovering, understanding, and navigating institutional cultures, including those of units with overlapping responsibilities. The session will include time for participants to raise additional issues or concerns.

Resource Faculty: Angela Linse (Penn State)

One Size Does Not Fit All: The Art of Collaborating with Arts Faculty

Dail(downstairs)

Who are the arts faculty and students at your institution? What do their classrooms and instruction look like? What questions do you think arts faculty have about teaching and learning? In this session, we will engage these and other questions about educational development with arts faculty, and practice an arts-based feedback process that faculty from the arts (and other disciplines) may find useful.

Resource Faculty: Theresa Ronquillo (VCU)

Strengths-Based Educational Development

Kirkland (downstairs)

This session will leverage Gallup's StrengthsFinder model as a means of communicating the role innate talents of EDs play in their own individual, team, and organizational outcomes. Participants will be invited to exercise introspection and team building to discover how to overcome barriers and create opportunities for high performance.

Resource Faculty: Carl Moore (UDC), Laura Pipe (UNCG)

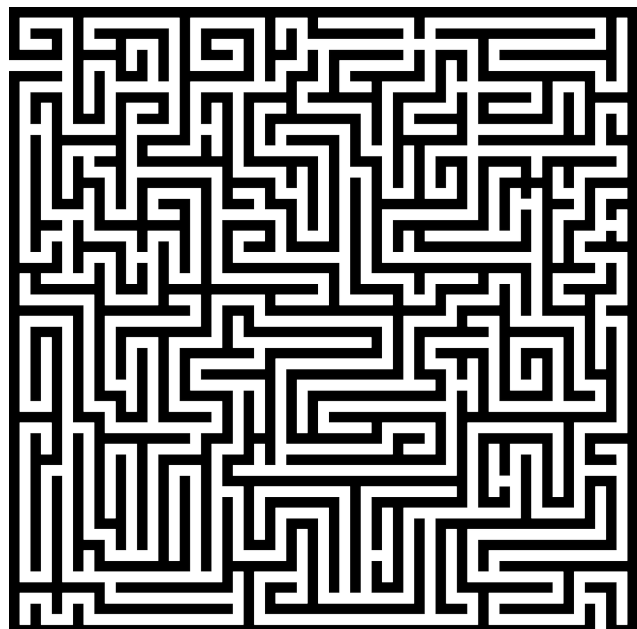
5:00PM -
6:00PM

Buses return to the Marriott & Biltmore Hotels

EUC Entrance

Dinner On Your Own

available from Needpix.com



Wednesday

8:30AM -
9:00AM

Meet with Resource Group

Various Locations

Group 1: Cone Ballroom
Group 2: Cone Ballroom
Group 3: Cone Ballroom
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Group 14: Alexander

9:00AM -
10:30AM

Morning Plenary

Cone Ballroom

Creating and Maintaining Networks in Educational Development Todd Zakrajsek, UNC-CH

As educational developers, your success will be highly dependent on the relationships you establish. Directing educational development efforts places us in a position with many components for which we do not have background or expertise. The good news is that within the landscape of higher education there are disciplinary experts in every area you are expected to do. The real goal to becoming a successful educational developer is become interconnected with those experts. In this session we will look at some places where you can begin to build essential networks.

10:30AM -
10:45AM

Break

Cone Ballroom

10:45AM -
noon

Rotating Workshops

Creating Networks Across Campus

Cone Ballroom

Join the Resource Faculty as they share insights and strategies for developing campus networks and partnerships.

Resource Faculty: Eli Collins-Brown (WCU), Cassandra Volpe Horii (Cal Tech), Carla Fullwood (UNCG), Carl Moore (UDC)

Using Your Strategic Plan to Guide Everyday Work and Drive CTL Evaluation

Alexander (downstairs)

Strategic planning is nearly ubiquitous in high education, but few educational developers receive training in how to develop or use strategic plans for their intended purposes. Done well, a strategic plan includes clear mission and vision statements that identify the purpose and aims of the CTL. Strategic goals reflect institutional priorities, center context, and constituent values. Explicit and future-facing goals guide use of human and fiscal resources, center staff/faculty decision-making, and provide a standard of comparison to determine whether the CTL is achieving its mission.

Resource Faculty: Angela Linse (Penn State)

Wednesday (continued)

10:45AM -
noon

Rotating Workshops (cont.)

Mindfulness Moment

Dail (downstairs)

Join Min-Ken Liao as she leads participants through a mindfulness session and meditation.

Resource Faculty: Min-Ken Liao (Furman)

Think Meta! Program Development for Educational Developers

Kirkland (downstairs)

Whether you work in a teaching and learning “shop” of 1-2 people or a well-oiled, well-staffed center (or somewhere in between), strategic approaches to program development are crucial for faculty, student, and center success. In this hands-on session, participants will identify and discuss the bigger picture questions about program development and map out program development pathways relevant to their context and available resources.

Resource Faculty: Martha Diede (Syracuse), Theresa Ronquillo (VCU)

noon -
1:45PM

Lunch Plenary on Inclusive Practice

Cone Ballroom

Jane Fernandes GUILFORD COLLEGE

Jane K. Fernandes is the ninth president of Guilford College and the first deaf woman to lead an American college or university. A native of Worcester, Mass., Jane is a graduate of Trinity College in Connecticut, where she earned her B.A. in French and comparative literature, and the University of Iowa, where she earned an M.A. and a Ph.D. in comparative literature. Born deaf to a deaf mother and hearing father, she learned American Sign Language (ASL) as a graduate student. Jane’s career took her first to Boston as acting director of American Sign Language Programs at Northeastern University and then to Washington, D.C., as chair of the Sign Communication Department at Gallaudet University. Moving to Hawaii, she became the founding coordinator of the University of Hawaii’s Sign Language/English Interpreter Training Program and later, director of the Hawaii Center for the Deaf and Blind. She returned to Gallaudet as vice president of the Laurent Clerc National Deaf Education Center in 1995 and served as provost of the university 2000-06. After her leadership roles at Gallaudet, she became a senior fellow at the Johnnetta B. Cole Global Diversity & Inclusion Institute at Bennett College in Greensboro, a post she held from 2007-11.



2:00PM -
2:45PM

Rotating Sessions 1

Active Learning

Alexander (downstairs)

Join Eli and Carla in exploring how active learning has become a central point of student success. Attendees will consider how to present active learning pedagogy to their faculty.

Resource Faculty: Eli Collins-Brown (WCU), Carla Fullwood (UNCG)



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palm forward
thumb bent out

thumb also often
lower (like a claw)

palm in

palm is always forward
except where noted



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i

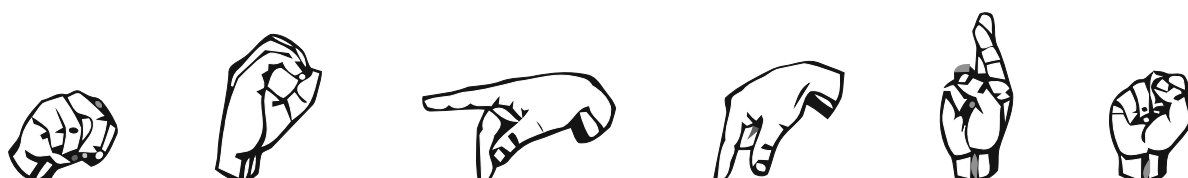
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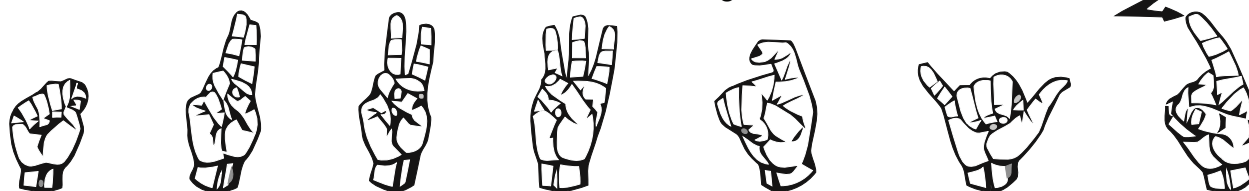
r

s

palm faces opposite
side of body

index finger
points out

like p but points
down and unseen
fingers curled in



t

u

v

w

x

y

z

palm forward
thumb can be over fingers
whole palm can be
slanted to side away from body

Wednesday (continued)

2:00PM -
2:45PM

Rotating Sessions 1 (cont.)

Using Humor to Engage Faculty

Claxton (downstairs)

There is a plethora of research that links humor to learning and motivation. In this session we will look at ways you can safely include humor as a way to connect interpersonally with faculty members, reduce tension when faculty members are learning new information, and as a method to illustrate important concepts to ease learning difficult concepts. We will also spend a bit of time looking at the danger of using humor in any setting.

Resource Faculty: Todd Zakrajsek (UNC-CH)

Faculty Development at the Community College

Dail (downstairs)

This session will help you learn to meet the unique needs of community college faculty. We will explore ways to overcome challenges, foster a culture of inquiry and reflective practice, and develop learning communities. You will leave this session armed with strategies to engage community college faculty and support them in their important work.

Resource Faculty: Amy Brown (UNCG), Audrey Bryk-Lee (GTCC/UNCG)

Working with Humanities Faculty

Kirkland (downstairs)

The descriptor “Humanities faculty” covers a wide swath of disciplines, from literature and languages to Writing and Rhetoric to African-American studies. When those faculty request workshops or come for consultations, what do you think about? What questions do you ask? What do you anticipate in your sessions? Using case studies drawn from real encounters, we’ll build some resources for engaging Humanities faculty in levelling up their teaching.

Resource Faculty: Martha Diede (Syracuse)

2:45PM -
3:00PM

Snack Break

Cone Ballroom

3:00PM -
4:00PM

Meet with Resource Group

Various Locations

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4:00PM -
4:45PM

Rotating Sessions 2

Optimizing Your New Role

Cone Ballroom

How can you make your faculty development position your own—and keep a sense of agency as you move into higher positions in the future? This session will foster reflection on the specifics of our positions and which parts of our jobs energize us and which parts drain our energy, then consider ways to take an active role in managing the tension between the two.

Resource Faculty: Diana Ashe (UNCW), Dorothe Bach (UVA)

Wednesday (continued)

4:00PM -
4:45PM

Rotating Sessions 2 (cont.)

Teaching So That ALL Students Can Learn: UDL

Alexander (downstairs)

In this interactive session, we will introduce and discuss the rationale and principles for Universal Design for Learning (UDL), an approach to designing learning environments to make them accessible to a diverse set of learners (and teachers). Take-aways include principles, practical strategies and resources to help faculty integrate UDL into teaching practices and materials.

Resource Faculty: Jane Harris (UNCG), Deandra Little (Elon)

Faculty to Developer: Navigating Professional Thresholds

Claxton (downstairs)

It takes courage, hope, and mettle to consider an academic career shift because such a shift can sometimes require challenging reflection on your current professional identity. In this session, participants will co-create a safe, brave space to consider how the roles of faculty and developer overlap and diverge, both generically and personally, using the theoretical frame of threshold concepts and structured storytelling.

Resource Faculty: Diane Boyd (Furman)

Selling It: Developing a Marketing Plan That Gets Faculty Excited

Dail (downstairs)

You have put together the best program - exciting, innovative, thrilling - but getting faculty at the event is another story. Join us for a quick introduction to developing a comprehensive marketing strategy for your programs. We will cover the process of identifying communication channels, the basics of design, developing allies, and creation of a consistent brand.

Resource Faculty: Marisa Gonzalez (UNCG), Laura Pipe (UNCG)

Working with Faculty in the Health Sciences

Kirkland (downstairs)

Faculty in the health professions have fundamentally different working patterns than those in more traditional academic fields. These patterns are not better or worse, they are just different. In moving into a school of medicine 8 years ago I became quickly aware of those differences and have identified several methods to work effectively with faculty members in the health professions. The biggest surprise to me is that, in many respects, health profession faculty members are much easier to work with than faculty members in many other disciplines.

Resource Faculty: Todd Zakrajsek (UNC-CH)

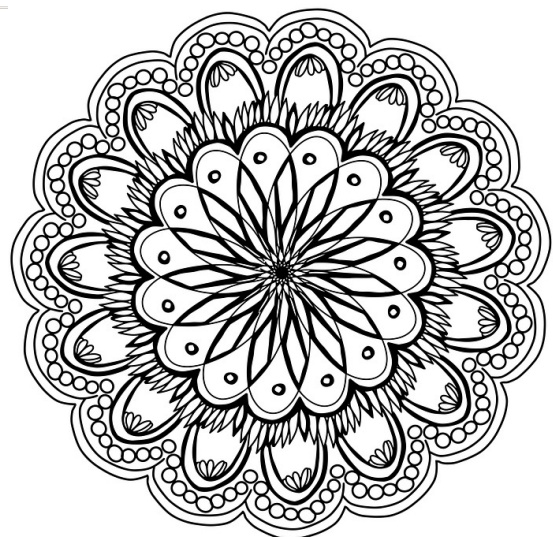
5:00PM -
6:00PM

Buses return to the Marriott & Biltmore Hotels

EUC Entrance

Dinner On Your Own

available from Needpix.com



Thursday

8:30AM -
9:00AM

Meet with Resource Group

Various Locations

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Group 14: Alexander

9:00AM -
10:30AM

Morning Plenary

Cone Ballroom

You and Dumbledore's Army: The Complex Magic of Collaboration Diana Ashe, UNCW & Ben Peterson, UNCG

With faculty developers (and our budgets) stretched thin, collaboration--with faculty, with other units, and with one another--is an ideal tool for maximizing our resources. These collaborations can be positively magical—or crash like a Ford Anglia into a whomping willow. You cannot be a successful faculty developer alone, so this session will take you through the process of recruiting and maintaining your very own version of Dumbledore's Army. You don't need any background in the world of Harry Potter to get something out of this one—just a willingness to see what we can learn from the teachers, students, and administrators of Hogwarts School of Witchcraft and Wizardry.

10:30AM -
10:45AM

Break

Cone Ballroom

10:45AM -
noon

Rotating Workshops

Consultation Styles

Cone Ballroom

Join the Resource Faculty as they share insights and strategies for developing your own consultation style while navigating the needs of your faculty.

Resource Faculty: Deandra Little (Elon), Carla Fullwood (UNCG), Theresa Ronquillo (VCU), Todd Zakrajsek (UNC-CH)

From Needs Assessment to Action Plan

Alexander (downstairs)

It's Day 3 of INFD and you may be wondering, 'How am I going to put what I've learned here into action when I return?' This workshop provides a structured framework for you to apply evidence-based needs assessment approaches to your unique context, and set yourself up to move from insights to action plans with expedience and ease.

Resource Faculty: Cassandra Volpe Horii (Cal Tech)

Thursday (continued)

10:45AM -
noon

Rotating Workshops (cont.)

Helping Faculty Across Learning Environments

Claxton (downstairs)

Join Eli to explore the needs of faculty in different learning environments - from face-to-face courses through online environments.

Resource Faculty: Eli Collins-Brown (WCU)

Transforming Hot Moments into Learning Opportunities

Dail (downstairs)

Do you effectively respond to situations that challenge building or sustaining an equitable and inclusive learning environment? Do you want an opportunity to increase your capacity to negotiate these situations? This session will provide frameworks for EDs to productively engage “hot moments” and leverage the experience of participants to unpack ways to transform hot moments into learning opportunities. If you are interested in this conversation, please join us!

Resource Faculty: Carl Moore (UDC), Riley Caldwell-O’Keefe (Amherst)

noon -
1:45PM

Lunch Plenary on Inclusive Practice

Cone Ballroom

Carl Moore UNIVERSITY OF THE DISTRICT OF COLUMBIA

Carl Moore is Assistant Chief Academic Officer at University of the District of Columbia. He also serves as Certificate Faculty for Temple University’s Center for the Advancement of Teaching. He has a Doctorate of Education in Urban Education from Temple University and a Masters of Arts from The Ohio State University in Higher Education Administration. His dissertation investigated how exemplary college faculty employ Universal Design for Learning principles in their teaching practices. He has been teaching for over 12 years and has created and instructed a variety of courses in education at Temple, Cabrini College, and Arcadia University in both face-to-face and online formats. He also frequently an invited speaker and consultant on inclusion, leadership, and teaching and learning related topics. Prior to his current role, he was Dept Chair/Director of the CTL at UDC and served as the Assistant Director of the Teaching and Learning Center at Temple University. He also served in a number of student services roles that focused on providing individual and institutional support to retain and advance learner success. These roles include: at the Community College of Philadelphia, Director of Student Success Initiatives; at Temple, Associate Director of Fox Advising, Assistant Director of Multicultural Education; at Kutztown University, Upward Bound TRIO Program Director. As a self-described social justice advocate and “techie,” the sum of his passion lies in the development of programs on teaching with technology and inclusion in higher education. Current member of the POD Core Committee.



Thursday (continued)

2:00PM -
2:45PM

Rotating Sessions 1

Meet the Editor, College Teaching

Alexander (downstairs)

What does it take to get SoTL research published in peer-reviewed scholarly journals? How can you increase your chances of getting published in these journals? What kind of SoTL research is published? What kind of evidence is needed? What common pitfalls do authors face when conducting and writing up SoTL research? In this session, a veteran SoTL journal editor will share insights on improving the odds of getting SoTL research published in scholarly journals based on extensive experience reviewing manuscripts, providing feedback to authors, and making publication decisions. The session will be structured, but informal, with ample opportunity for interactive questions and discussion.

Resource Faculty: Scott Simkins, Editor *College Teaching*

Faculty Learning Communities

Claxton (downstairs)

Colleges and universities have been using faculty learning communities or communities of practice on their campuses to serve in a variety of function including peer feedback, research, literary circles and supporting various cohorts like adjunct faculty. During this session, we examine how schools are using learning communities to enrich the faculty experience.

Resource Faculty: Amy Brown (UNCG), Marisa Gonzalez (UNCG)

Administrative Leadership in a TLC: Navigating the University Landscape

Dail (downstairs)

The Administrative Leader of a Teaching and Learning Center (TLC) must successfully traverse a wide variety of academic cultures existing across the university landscape (from individual departments, to schools and colleges, to university-wide units, to upper administration), while simultaneously cultivating the unique creative environment that must within the TLC for it to thrive. In this session, participants will identify characteristics of various cultures external to the TLC, explore ways to cultivate an open creative environment within the TLC, and discuss how to structure an effective ecosystem benefitting both worlds.

Resource Faculty: David Teachout (UNCG)

The Best Revenge is Your Paper: A Black Feminist Approach to Addressing Imposter Syndrome in the Academy

Kirkland (downstairs)

Research shows Impostor Syndrome is a phenomenon impacting self-perception and lived experiences of high achieving women, especially in the academe. Many women of color experience Impostor Syndrome at various levels of their academic and professional careers in higher education. The purpose of this workshop is to understand Impostor Syndrome and recognize its signs and consequences. This interactive session will use dialogic pedagogy, Black Feminist Theory and and pop culture references (i.e. music, TV, film and social media, etc) to examine effective leadership qualities to address this phenomenon and receive additional resources to add to their toolbox.

Resource Faculty: Carla Fullwood (UNCG)

2:45PM -
3:00PM

Snack Break

Cone Ballroom

Thursday (continued)

3:00PM -
6:00PM

Meet with Resource Group & Travel to the International Civil Rights Museum
Groups 1, 2, 5, 7, 10, 11, 13
Will be leaving for the Museum at 3:00PM from the EUC Entrance. After the Muesum tour, you will return to campus for your Resource Group meeting
Groups 3, 4, 6, 8, 9, 12, 14
Will be meeting with their Resource Group first and then will leave for the Museum at 4:00PM from the EUC Entrance.

6:00PM -
8:30PM

Institute Reception
Cone Ballroom

Moises Serrano

Moises Serrano is an openly undocumented and queer activist and storyteller. Since “coming out” as undocumented in 2010 he has relentlessly pursued equality for his community through the sharing of his narrative. His mission is to de-criminalize and humanize the issue of migration while advocating for immediate relief to migrant communities. Moises quickly became one of the most requested speakers in the state of North Carolina. Described as a “consummate orator,” his advocacy has led him to lead a Tedx talk in Greensboro and to be named a notable Latino of the Piedmont Triad of North Carolina. Moises’ advocacy has been filmed in the feature length documentary, *Forbidden: Undocumented & Queer in Rural America*. The five-time award winning film was recently honored by the Television Academy. *Forbidden* was one of seven programs honored for creating awareness, enlightening, educating and/or positively motivating audiences. Moises officially became a graduate of Sarah Lawrence College in May of 2018.



Followed by acknowledgements and concluding remarks.

8:30PM -
9:00PM

Buses return to the Marriott & Biltmore Hotels
EUC Entrance

Friday

8:30AM -
9:00AM

Meet with Resource Group
Various Locations

- Group 1: Cone Ballroom

Group 2: Cone Ballroom

Group 3: Cone Ballroom

Group 4: Breakout Space 1st floor

Group 5: Cone Ballroom

Group 6: Dail

Group 7: Dail
- Group 8: Kirkland

Group 9: Claxton

Group 10: Alexander

Group 11: Dail

Group 12: Kirkland

Group 13: Claxton

Group 14: Alexander

Friday (continued)

9:00AM -
9:45AM

Rotating Sessions 1

Event Planning and Assessment

Cone Ballroom

Join Eli for an overview of developing events and coresponding assessment opportunities.

Resource Faculty: Eli Collins-Brown (WCU)

Going Public: Scaling and Scaffolding SoTL

Alexander (downstairs)

Faculty routinely collect evidence of student learning and teaching effectiveness, but less routinely turn that evidence into scholarship on teaching and learning (SoTL). In this interactive session, we'll explore ways to support faculty in developing and scaffolding SoTL projects, from framing an authentic question to "going public" with the results. We'll also discuss potential barriers and levers for SoTL work in different institutional contexts.

Resource Faculty: Deandra Little (Elon)

#RepresentaionMatters

Dail (downstairs)

Chances are your new career will consist of you talking about students from traditionally marginalized identities and not actually getting your faculty member to hear first hand the students' expereince in order to reflect on their teaching and inclusivity in the classroom. This interaction session will explore best approaches to support students from diverse racial and ethnic cultural backgrounds, & strategies to intentionally incorporate student voices and experience in faculty development.

Resource Faculty: Carla Fullwood (UNCG), Marisa Gonzalez (UNCG)

A Curricular Approach to Faculty Development

Kirkland (downstairs)

Moving from one-time workshops to faculty development as curriculum means planning more longitudinal programming that follows the faculty lifespan or the needs of specific populations of faculty. This session offers examples of faculty development as curriculum in practice and takes participants through the planning process for longer-term programming.

Resource Faculty: Diana Ashe (UNCW), Dorothe Bach (UVA)

10:00AM -
11:15AM

Taking It Back to Campus

Cone Ballroom

How do you navigate all of this information as you being taking it home? Conclude the Institute with the Resource Faculty as we answer final questions and help you start planning how to unpack your experience when you return to campus.

Moderated: Laura Pipe (UNCG), Jennifer Stephens (UNCG)

11:15AM -
12:15PM

Buses return to the Marriott & Biltmore Hotels

EUC Entrance



Important Information for the Week

WiFi Access:

Select **UNCG-Wireless** from the available wireless networks.

Note: This is an open, unsecured network.

Open a web browser and complete the **Visitor Registration** form.

Your username is the e-mail used for completion of the Visitor Registration form.

You will be provided a unique password via the same e-mail address.

If you experience issues receiving your guest password via SMS text message or e-mail, please call 6-TECH at (336) 256-TECH (8324) for further assistance

Accessing Materials:

Visit the 2019 POD INFD web site: <http://utlc.uncg.edu/infd>

When prompted the password is **infd2019**

Use this site to access workshop and session materials. You will find materials from every session at INFD and access will be available for two-years.



UPCOMING EVENTS

AUGUST 5-7, 2019

Asheville, North Carolina

OCTOBER 17-19, 2019

Traverse City, Michigan

Accepting poster proposals

NOVEMBER 21-23, 2019

Oxford, Ohio

Call for proposals closes Jun. 17

JANUARY 9-11, 2020

Austin, Texas

Call for proposals closes Aug. 16

FEBRUARY 27-29, 2020

San Diego, California

Call for proposals closes Oct. 13

MAY 28-30, 2020

Bethesda, Maryland

Call for proposals opens Jul. 1

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