Fellow educational developers,

Welcome to Atlanta and the United States of America! A lot has changed in the world since we gathered in South Africa in 2016. That’s what makes our reconvening together as international academics even more relevant. We are very proud that our conference, themed “Institutional Change: Voices, Identities, Power, Outcomes,” has attracted over 350 participants from 32 nations with around 250 papers, panels, posters, and workshops. In addition, get ready to enjoy an incredible array of keynote speakers, a lovely hotel with luscious vegetation and trails, and a conference gala at the Georgia Aquarium, the largest aquarium in the Western hemisphere.

Best wishes for a thought-provoking and regenerative conference!

Michele DiPietro, Conference Director, Kennesaw State University
Victoria Mundy Bhavsar, Conference Program Co-Chair, California State Polytechnic University–Pomona
Ruth Poproski, Conference Program Co-Chair, Georgia Institute of Technology
Allan Goody, ICED President
A Thank You To Our Sponsors
Keynote Speakers

Joy Mighty
Carleton University

Mary Deane Sorcinelli
University of Massachusetts Amherst

Torgny Roxå
Lund University

Peter Felten
Elon University

Huang Hoon Chng
National University of Singapore
Conference Coordinators

Michele DiPietro
Conference Chair
Kennesaw State University

Victoria Bhavsar
Program Co-Chair
California State Polytechnic University, Pomona

Ruth Poproski
Program Co-Chair
Georgia Institute of Technology

Kaleem Clarkson
Operations Chair
Kennesaw State University

Jennifer Figueroa
Operations Coordinator
Kennesaw State University
## Schedule at a Glance

### Tuesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 7:30am - 9:00am    | Conference Check-In  
                     | (available for pre-conference workshop attendees only)  
                     | Located in the Advance HE Pre-function Area             |
| 9:00am - 12:00pm   | Pre-Conference Workshops  
                     | Additional Registration Required - Lunch Included      |
| 12:30pm - 1:30pm   | Lunch (for pre-conference workshop attendees only)  
                     | Located in the Ravinia Ballroom                        |
| 2:00pm - 5:00pm    | Pre-Conference Workshops  
                     | Additional Registration Required - Lunch Included      |
| 2:00pm - 6:00pm    | Conference Check-In  
                     | Available for all conference attendees  
                     | Located in the Advance HE Pre-function Area            |
| 6:00pm - 8:00pm    | Conference Opening Reception  
                     | Located in the Outdoor Garden                        |

### Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00am - 9:00am</td>
<td>Workshop Session 1</td>
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<tr>
<td>9:15am - 10:45am</td>
<td>Concurrent Session 1</td>
</tr>
<tr>
<td>10:45am - 11:15am</td>
<td>Break and Refreshments</td>
</tr>
</tbody>
</table>
| 11:15 - 12:45pm    | Conference Chair Welcome, President’s Welcome, and  
<pre><code>                 | Opening Keynote Panel Located in the Ravinia Ballroom          |
</code></pre>
<p>| 12:45pm - 1:45pm   | Lunch Located in the Ravinia Ballroom                               |
| 2:00pm - 3:00pm    | Workshop Session 2                                                 |
| 3:15pm - 4:15pm    | Workshop Session 3                                                 |
| 4:30pm - 5:30pm    | Workshop Session 4                                                 |
| 5:45pm - 6:45pm    | Meetings                                                           |
| 7:00pm - 8:30pm    | Dinner Located in the Ravinia Ballroom                             |</p>
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<th>Time</th>
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<tr>
<td>8:00am - 9:30am</td>
<td>Concurrent Session 2</td>
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<tr>
<td>9:45am - 10:45am</td>
<td>Workshop Session 5</td>
</tr>
<tr>
<td>10:45am - 11:15am</td>
<td>Break and Refreshments</td>
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<tr>
<td>11:15 - 12:45pm</td>
<td>Concurrent Session 3</td>
</tr>
<tr>
<td>12:45pm - 1:45pm</td>
<td>Lunch Located in the Ravinia Ballroom</td>
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<tr>
<td>2:00pm - 3:00pm</td>
<td>Workshop Sessions 6</td>
</tr>
<tr>
<td>3:30pm - 3:45pm</td>
<td>Buses Depart from Hotel for Conference Banquet</td>
</tr>
<tr>
<td>5:00pm - 6:30pm</td>
<td>Conference Banquet at the Georgia Aquarium</td>
</tr>
<tr>
<td>6:30pm - 7:30pm</td>
<td>Presidential Address and Awards Ceremony at the Georgia Aquarium</td>
</tr>
<tr>
<td>7:30pm - 9:00pm</td>
<td>Celebration at the Georgia Aquarium</td>
</tr>
<tr>
<td>9:15pm</td>
<td>Buses Depart from Georgia Aquarium Back to the Hotel</td>
</tr>
</tbody>
</table>

**Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00am - 9:30am</td>
<td>Breakfast Located in the Ravinia Ballroom</td>
</tr>
<tr>
<td>8:00am - 9:30am</td>
<td>Poster Session Located in the Advance HE Pre–function Area</td>
</tr>
<tr>
<td>8:00am - 9:30am</td>
<td>Workshop Session 7</td>
</tr>
<tr>
<td>9:45am - 10:45am</td>
<td>Workshop Session 8</td>
</tr>
<tr>
<td>9:45am - 11:15am</td>
<td>Concurrent Session 4</td>
</tr>
<tr>
<td>11:30am - 12:30pm</td>
<td>Closing Keynote Located in the Ravinia Ballroom</td>
</tr>
</tbody>
</table>
Productivity and Pleasure
Helen Sword

If you can’t always do the work you love, can you learn to love the work you do? This hands-on workshop aims to help educational developers – and, by extension, the faculty they work with – find creative ways of transforming tedious and/or stressful academic labor into occasions for creativity, pleasure, and play. We will begin by identifying some of the tasks that academics typically find most boring, irritating, and/or frustrating, from email and administration to meetings and marking. From there, we will explore research-based strategies for bringing about individual and institutional change through a revamped understanding of productivity and pleasure.

Episodic Narrative Interviews: Collecting Stories of Experience in Educational Development
Robin Mueller

Episodic narrative interviewing is an innovative and accessible research method that allows researchers to delve deeply into personal experiences of educational development, while also enabling assessment of broader trends across a number of research participants and locations. This workshop will allow for an in-depth exploration of the episodic narrative interview method. It will feature a combination of presentations, collaborative work, and time for individual practice. Following brief introductions to each aspect of the episodic narrative interview method, participants will explore options for implementation and work toward designing a well-aligned episodic narrative interview research project.

Educational Development Thinks Big: Cultivating An Organizational Development Mindset
Laura Cruz, Debra Lohe, Michael Palmer

Institutions of higher education are unique and complex organizational systems. If we imagine these systems as tapestries, then the day-to-day work of educational developers typically involves pulling on individual threads. Yet, when we think and act organizationally—e.g. guide institutional strategic planning—we have the potential to reshape, recolor, and retexture the entire fabric. In this highly interactive session, we will introduce an emerging taxonomy describing an organizational development (OD) mindset and then engage participants in a sequenced series of activities designed to help them define, recognize, and capitalize on OD work in their own institutional contexts.
Oakwood A  
Cultivating Excellence as We Lead from the Middle  
Donna Ellis, Johnathan Luzzini

As educational developers, we often need to demonstrate leadership regardless of our specific roles. From leading institutional change initiatives to facilitating faculty retreats, we are called on to lead. However, we often do not hold positions of formal power within our institutions. How can we lead effectively from the middle? Workshop participants will address this question as they identify their individual leadership potential and analyze their organizational culture to understand how to lead within that culture. They will also learn key leadership strategies to hone as educational developers and consider next steps towards developing their own excellence as leaders.

Oakwood B  
Identifying and Strengthening the Role of Academic Development in Your Higher Education Institution Linda Barman, Maria Weulander

In this workshop you will be introduced to a framework that will guide your academic development efforts. Participants will apply the framework to identify how to make an impact and purposefully design activities that can strengthen the role of Academic development at the University. The workshop provides a short theoretical background followed by various activities such as design-thinking exercises to enhance creativity whilst applying the frameworks as an analytical tool.

12:30 pm - 1:30 pm  
Ravinia Ballroom  
Lunch (for pre-conference workshops attendees only)

2:00 pm - 5:00 pm: Pre-Conference Workshops  

Camellia  
Third Space: How can faculty development contribute to and further the role of Third Space in university change management?  
Daniel Halter, Benno Volk

Faculty development programs might aid teachers in action research by providing them with tools to reflect on their teaching. The MUSIc Model of Academic Motivation Inventory will be introduced, a tool that teachers use to assess student motivation, aiming at modifying their teaching accordingly.
Dunwoody A  
Transparent Design Increases Equity and Underserved Student Success in Higher Education  
Mary-Ann Winkelmes

Transparent instruction significantly enhances students’ success, with greater gains for historically underserved students. This session A) reviews recent findings and educational research behind the concept of transparent teaching/learning; B) engages participants in evaluating concrete examples; C) connects participants in groups to apply transparency to their own assignments or project plans; D) explores implementation strategies for educational developers and faculty in multiple contexts (courses departments, programs, institutions, cross-institutional networks). Developers and faculty will leave with a draft plan, access to materials from 2 US national projects, and a concise set of strategies for promoting student success transparently and equitably.

Dunwoody B  
Educational Developers Caucus (EDC) Program Accreditation Framework: Introducing the First Canadian Framework for Educational Development Programs  
Celia Popovic, Suzanne Le-May Sheffield, Cynthia Korpan

In 2015 the Educational Developer’s Caucus (EDC) of Canada launched an initiative to develop a framework for accrediting educational development programs. This has culminated in the first Canadian accreditation framework for educational development programs, available on the EDC website and available to all: https://www.stthe.ca/affiliated-groups/educational-developers-caucus/accreditation-for-courses-or-programs). In this workshop participants will learn about the new Accreditation Framework. They will have the choice of preparing an accreditation submission for their own program or devising a framework for use in their own country. Small-group and individual activities will be used to cover the process of preparing for accreditation.

Maplewood A  
Increasing Your Power and Influence as a Senior Developer  
Shelda Debowski

The capacity to influence university leaders, policy and institutional practice is an important facet of the senior developer role, requiring a strategic approach to positioning of academic development services in universities. This workshop will explore politics, power and influence in terms of guiding and promoting development strategy. Participants will evaluate their portfolio impact and influence, and review their political capabilities with respect to building partnerships and sponsors. The workshop will explore some ways in which increased reach and influence might be achieved, including the development of partnerships, building persuasive cases for funding and evidence-gathering of needs, impact and outcomes.

Maplewood B  
Publishing in the International Journal for Academic Development  
Kathryn Sutherland, Johan Geertsema, Peter Felten, Huang Hoon Chng, Klara Bolander Laksov, Meegan Hall, Suzanne Le-May Sheffield, Roeland van der Rijst

Educational development is a growing academic field worldwide with a diverse theory base to reflect the multi-disciplinarity of developers. Many developers want to join this research dialogue with their own contributions, but find the idea of writing and publishing on the Scholarship of Educational Development (SoED) an unclear process. In this interactive pre-conference workshop, we will guide you through the publication process with ICED’s peer-reviewed International Journal for Academic Development, based on our experience as IJAD co-editors.
Oakwood B
Harnessing the Power of Photographs for Educational Development and Institutional Change
Martin Springborg, Cassandra Horii

What do images of higher education convey about our institutions and how they are changing? Can photographs play a more intentional role in educational development? While photography has rarely been harnessed for institutional change and faculty development, recent evidence shows it is a powerful tool. Workshop participants will explore the stories that photographs tell about institutions and experience methods for incorporating photography into their practices. They will leave ready to leverage this new resource to document teaching and learning, tell their institutions’ and units’ most important stories visually, help instructors discover new insights, and quite possibly change their campus cultures.

12:30 pm - 1:30 pm
Advance HE Pre-function Area
Conference Check-In: available for all conference attendees.

12:30 pm - 1:30 pm
Outdoor Garden
Conference Opening Reception
A welcome from the conference chair with passed hors d’oeuvres and cash bar for libations.
8:00 am - 9:00 am: Workshops

Camellia

Inclusive Pedagogy: Challenges & Strategies
Donna Troka, Sarah MacDonald

The concept of “inclusive pedagogy” recognizes the value and challenges of having many different and diverse students learning together. This pre-conference workshop on inclusive pedagogy has three objectives. First, we will briefly overview current theory and practice that informs inclusive pedagogy. Second, we will discuss barriers and challenges to inclusivity at our own institutions. Third, we will work together to develop practical strategies for creating more inclusive classrooms. Inclusive teaching recognizes that encountering difference can be an important catalyst to learning—but this learning will more effectively occur when all students are included and sufficiently supported.

Dunwoody A

Focusing on Online Faculty Effectiveness: Aligning Faculty Expectations with Measurements
Ying Iverson, Curtis Brant

Join us for an interesting and thought-provoking conversation on launching a comprehensive, continuous quality improvement model for online faculty development. The re-envisioned model creates the conceptual map for professional development/training, performance management, and recognition/career pathways with integrated metrics. Members from Capella University will share the results of their efforts to set clear expectations for faculty performance with data and aligned support services. Discussion will include how this model impacted institutional culture and faculty behavior with the support of different data and tools. Participants will leave this session with a blueprint for rethinking how to align organizational changes and resources with their faculty development efforts and a deeper understanding on how faculty data supporting behavior changes.

Dunwoody B

Creating Your Educational Development Philosophy Statement
Carol Berenson, Natasha Kenny

An educational development philosophy statement communicates your fundamental beliefs about educational development, why you hold these beliefs, and how you translate your beliefs into practice as an educational developer (McDonald et al., 2016). Although educational development philosophy statements are a relatively new phenomenon, they are beginning to be seen as relevant for job applications, for professional learning, and for tenure and promotion processes (Kenny et al., 2017; Kalu et al., in press). In this session, we will draw upon the work of McDonald et al. (2016) and Kalu et al. (in press) to guide participants through a process of reflecting upon and creating their own educational development philosophy statement.

Dunwoody C

Institutional Climate for Teaching and Innovation as Perceived by Instructors
Wayne Jacobson, Renee Cole, Jean Florman

The effectiveness of initiatives to improve teaching and learning rests on understanding institutional capacity and readiness for change. To better understand capacity and readiness for change on our campus, we engaged in a systematic study of climate for teaching as perceived by instructors. Methodologies included classroom observations, surveys of classroom practices and the perceived climate for teaching innovation, and interviews with faculty members and department chairs. Findings reveal misalignment in many cases between perceived and actual practices, and understandings of climate for change and the value of evidence-based teaching that vary widely among faculty and between faculty and educational developers.
A challenge for educational developers is getting all teachers involved in the (re)design of their course. Some teachers want hands-on assistance. But as an educational development unit we don’t have the manpower to work on this micro-level. Meanwhile the involvement of students in higher education is gaining importance. The voice of students is considered key to improve the teaching and learning practice. At KU Leuven, we recently decided to experiment with students redesigning the online part of courses, making these courses better organized and more (attr)active. Do you involve students in educational design? Would you like to? Let’s share our ideas.

In recent years, educational developers have been asked to consider our role in the creation of academic cultures that foster individual, community, and institutional well-being (Hanward, 2016). For Shuster (2018) and others, “well-being embodies a sense of direction and purpose, positive personal identity, strong relationships, empathy, resilience, and mindfulness” (p. 1). Several scholars are currently exploring these elements of well-being as they relate to both the philosophical and practical dimensions of our work (e.g., Boye, 2018; DiPietro, 2018; Gravett & Bernhagen, 2018). This workshop seeks to contribute to these conversations by developing global perspectives on well-being in educational development.

Emotions impact learning; however, this is often overlooked in the teaching we do as educational developers. By exploring these emotional considerations, we can design more effective programming experiences and motivate participation to achieve institutional change. Using two research studies that looked at graduate student instructors’ experienced and anticipated emotions with teaching development as a foundation, session participants will consider how emotions might shape individuals’ experiences with Center programming. Participants will explore a range of positive and negative emotions, analyze how different elements of programming and marketing might evoke emotions, and begin a plan to effectively utilize emotions to benefit programming.

This model of leading with “soul,” “heart,” and “mind” combines four leadership models from the literature into one coherent framework. In the soul section, participants will identify their strengths and virtues through an abbreviated LPI assessment; in the heart section, they will use their emotional and social/conversational intelligences to understand leadership practices; and in the mind section, they will use results from cognitive neuroscience to act and lead consciously, wholeheartedly, and responsibly. The idea is that by learning effective leadership skills, faculty developers will be positioned and empowered to initiate change in teaching and learning at their institution.
“Student Engagement” and its Relationship to Effective Teaching & Learning: What Is It, Why Does It Matter, and How What Does It Mean for Our Work?

Michael Reder

A challenge for educational developers is getting all teachers involved in the (re)design of their course. Some teachers want hands-on assistance. But as an educational development unit we don’t have the manpower to work on this micro-level. Meanwhile the involvement of students in higher education is gaining importance. The voice of students is considered key to improve the teaching and learning practice. At KU Leuven, we recently decided to experiment with students redesigning the online part of courses, making these courses better organized and more (attr)active. Do you involve students in educational design? Would you like to? Let’s share our ideas.

9:15 am - 10:45 am: Concurrent Sessions

Camellia Empowering Students
Sonja Rapp, Lena Fliegl

The European Bologna Process has changed many study programs into subject-specific and heavily structured trainings. Nevertheless, students have ideas, visions and the willingness to participate in and actively shape university and society. It is one goal of the Centre for Higher Education and Lifelong Learning at the University of Stuttgart to empower students by supporting them to develop their own voice and personality and in creating formats for students to engage in. They are given the opportunity to influence the curriculum, and to provide own ideas for topics. Besides specific subject knowledge students apply their competencies as a responsible citizen.

Camellia Students Voices Uncovered in the History Survey and Faculty Voices Amplified by a Department Liaison Program
Carla Vecchiola

This presentation describes the results of moving an American History Survey course from a face-to-face class with a textbook to an online class with open educational resources. I will demonstrate how a student-centered approach utilizing direct access to primary sources created a culture of engagement and deliberative discussion. Students applied their critical evaluation skills not just to historical materials but also to contemporary sources. Our teaching center takes a similar faculty-to-faculty approach to disseminating best teaching practices. Participants will leave with a model for a program that might increase faculty voice on their campuses.

Camellia A Motivation Inventory – A Tool for Teachers’ Action Research
Asta B Schram

Faculty development programs might aid teachers in action research by providing them with tools to reflect on their teaching. The MUSIC Model of Academic Motivation Inventory will be introduced, a tool that teachers use to assess student motivation, aiming at modifying their teaching accordingly. The inventory has been validated in several fields and age groups. It is based on the MUSIC Model of Motivation (Jones, 2017), a model developed after extensive study of motivation research and theories. The acronym describes five classroom factors that are strongly related to motivation, M: eMpowerment, U: Usefulness, S: Success, I: Interest and C: Caring.
How Teaching Obstructs Student Preparation
Eva Ulstrup, Sidsel Winther

Research shows that students often turn up inadequately prepared to participate in courses. It also shows that teachers unintentionally create and reinforce this tendency which is aggravated by organizational structures. This paper will discuss this phenomenon drawing on international research as well as findings from my PhD project at Roskilde University (RU), Denmark. Through active course observation and interviews with students and teachers, I am currently investigating correlations and discrepancies between teachers’ and students’ attitudes and experiences related to university teaching and learning. One of the most striking discrepancies is related to student preparation. I argue that the inconsistency between teachers’ intentional and actual behavior can be a serious obstacle to the development of desirable student culture and identity.

Measuring Impact: Learning Gain on Taught Programmes in Learning and Teaching at University
Anthony Aleksiev, Carole Davis

Measuring impact empowers educational developers in evidencing the outcomes and value of our work. Here we discuss the impact of taught programmes in university learning and teaching on the developing practices of participants. We have adapted an existing self-evaluative tool to measure the learning gain of participants on three such programmes at Queen Mary University of London, UK. Participants answered questions designed to measure the degree to which they feel capable of meeting the learning outcomes of the first module of the programmes. We present the results on individual and group learning gain against participants’ performance in the module assessment.

Efficient Strategies for Showing Evidence of Student Learning Outcomes
Linda Hayes

Although teaching and helping others develop professionally is quite rewarding, showing evidence of student learning outcomes can be quite arduous. When educators have a thorough assessment plan and easy-to-use web-based assessments, assessing student learning outcomes can be done more efficiently and can make teaching much more rewarding. Efficient strategies for learning assessment will enable instructors to show evidence of student learning outcomes more effectively. In this session, participants will plan and create assessments with easy-to-use web-based tools for rubrics, student response systems, quizzes, and concept maps. Participants should bring mobile devices so they can be actively engaged in learning.

An Analysis of Student’s Evaluation of Teaching in Chinese Research University: Take the Research of Undergraduate in Xiamen University as an Example
Yanan CUI, Wei WU

To improve the quality of teachers’ teaching in research universities and help teachers diagnose their teaching effects, the study used the questionnaire to do the research on satisfaction of the courses and teachers. Through statistical analysis of data, the following conclusions are drawn: The student’s overall satisfaction with the quality of courses and teachers is “good”; Students’ satisfaction of teachers’ attitude is higher than teaching ability; There are different degrees of correlation between teacher elements, course elements and assessment scores; Teachers who mainly train postgraduate students are generally got lower scores than those train undergraduates. According to the research results, researchers proposed effective suggestions to improve teachers’ behavior and quality for research universities.
Re-Conceptualizing the Assessment of Teaching in Higher Education
Arshad Ahmad, Robert Cassidy, Torny Roxa, Janette Barrington, John VanMaaren

Research on student evaluation of teaching (SET) suggests that, as a primary evaluation mechanism, it is biased and suffers from validity and reliability issues undermining its use to enhance teaching. This has led some universities to rethink the role of SETs in assessing and promoting effective teaching. Given different institutional contexts and priorities, we propose a systems-based model (SBM) that can be used to derive the assessment of teaching based on a variety of stakeholder needs. The SBM is grounded in theoretical approaches to teaching, professional learning, and organizational change with case studies depicting a variety of university contexts.

Academic Developers as Drivers of Change: Centering Voices For Learning
Keisha Valdez

Within many higher education institutions, Western perspectives guide how knowledge is produced and shared. Curriculum transformation can potentially create a more balanced worldview or a centering of more voices. Online and Blended Learning has been lauded as offering possibilities for transformation. Academic Developers are poised to play a critical role in positioning OBL as a strategic point for change. Drawing on perspectives on curriculum decolonising and on instructional design frameworks, this session engages participants in an interrogation of the role of Academic Developers in stimulating/supporting transformation through re-visioning the application of alternative design frameworks to online and blended learning.

Anti-Oppressive Educational Development Through the Back Door: Exploring Hot Moments and Microaggressions in the Face of Unrelenting Normative Whiteness
Yael Harlap

How do educational developers address difference, power and social justice in educational contexts where these are not perceived as important or relevant? Might our strategies and approaches have something to offer, also to places where these issues are front and center? This paper explores a course on “Hot Moments in Teaching and Learning” as a backdoor approach to bringing content on anti-oppressive teaching to faculty at a Norwegian university, where the only identity category broadly recognized as relevant to higher education is gender. I share key strategies and concepts that foster faculty members’ motivation to increase their awareness and competence.

Conflict Coaching in Educational Development: An Interdisciplinary Approach to Difficult Consultations and Beyond
Esther Jordan

This paper extends Little and Palmer’s Coaching Framework (2012) and Jones and Brinkert’s Conflict Coaching Framework (2008) to construct an interdisciplinary model for conflict coaching in educational development contexts, from consultations to workshop facilitation. It examines the efficacy of the model through qualitative research based on the results of longitudinal surveys of faculty and educational developers who have used the model to manage conflicts in higher education settings. Based on the results of the study, it makes recommendations for improvements to the model for future use.
South African Higher Education is faced with many challenges with institutional changes. The recent call for transformation in higher education institutions can be attributed to the slow pace of institutional change and also as a reflection of failure to meet the academic advancements. Academic developers recognize the necessity for equipping staff to face such challenges. Against this backdrop, an academic and an academic developer from a historically-disadvantaged university look at how it strives for academic development. The data were collected through retrospective document analysis. The findings revealed the university’s commitment to academic advancement and transformation through its various interventions.

Developing a sustainable quality assurance process and implementing strategies systematically to achieve desired outcomes in online/distance education or blended learning can be challenging because there are many factors to consider and many obstacles to overcome. The “Continuum of Excellence” (CoE) Framework has been developed to guide institutions in reaching their strategic goals. This session introduces a research-supported quality assurance process and the CoE Framework, developed by a leading US-based international quality assurance organization with over 1100 member institutions worldwide, that helps participants determine their institution’s current practices and what steps to take to reach the next stage, and how to adapt and apply the research-supported quality assurance process and framework for their institutional change.

In this interactive session, we will explore the critical components of systems thinking, with particular attention to the question of how the critical adaptation of the tools of systems analysis (including systems mapping, S-curves, organizational learning, and design thinking) can enhance the impact of the work we do as educational developers, both within an institution and across the field.

A team of academic developers engaged in a strategic project aimed at reforming the undergraduate curriculum in an Australian institution over 3 years (2015-17) through a progressive process of digitising the teaching and learning experiences in “blended” units of study. This paper reports outcomes from an ethnographic study investigating the increasing influence of managerialist discourses on their practices and identities during this period. Findings indicate that academic developers in the project team created spaces to exercise principled agency and autonomy despite the pressure for performativity and growing surveillance from a project management team appointed to monitor and report project outcomes.
Why Isn’t Everyone Jumping on the Bandwagon? Success and Failure of Teaching and Learning Technologies
Nitza Davidovitch

This paper explores the challenges of and resistance to adoption of blended teaching strategies for institutions of higher learning. We review research literature on the effectiveness of introducing new technologies in higher education, and elaborate on the unique features of blended teaching and teachers’ responses to efforts to introduce technology in Israeli institutions of higher education. We discuss whether the term “blended learning” creates a false sense of technological progress and effectiveness, and how educators may be confusing technology’s role as a means rather than as an end.

Finding a Voice Through Writing Instruction Faculty Development
Andrea Phillipson

Proficiency in written communication is a common undergraduate degree level expectation, yet many Canadian institutions leave writing instruction up to individual instructors. This presentation describes efforts to address this gap with a pilot program in one department at a medium-sized Canadian university. The program included faculty development in writing instruction modelled on Cranton’s (1996) and Cranton and King’s (2003) suggestions for prioritizing transformative learning for educators. This study traces one instructor who experienced transformative change, not only finding his own voice for teaching writing, but also discovering that explicit writing instruction helps the most disadvantaged students find their voices.

Online Collaborative Learning Across Borders in the Open Networked Learning Course
Lars Uhlin

Open Networked Learning (ONL) is an open online course developed in collaboration between educational developers at different institutions. ONL is offered as a course for teachers at partner universities and for open learners from different countries. It provides opportunities for teachers to learn about, experience and reflect on what collaborative networked learning can mean for their own teaching practice and context. The design places learners in heterogeneous online problem–based learning groups, thus creating interdisciplinary and multicultural groups. Experiences from seven course iterations and results from evaluations and a recent study on participant’s perceptions of how the ONL design supports online learning and collaboration will be presented and discussed.

Learning Environments in Change: Case UEF
Tommi Haapaniemi, Tuula Hiede

In the recent years, universities have focused strongly on the development of learning environments. The University of Eastern Finland has set the development of learning environments as one of its most important strategic goals. For the development, four cornerstones have been identified: Learning and teaching, Staff competencies, Technological learning environment and Teaching and learning facilities. The recent experiences and outcomes of the development of learning environments will be elaborated and discussed in order to discover new solutions and ways to harness the changing environments and new technologies.
Space Matters: Designing Classrooms for Change  
Michael Goudzwaard, Cynthia Cogswell

Faculty developers, instructional designers, and classroom technologists often work together yet are siloed within different units at institutions. How do differences in roles and reporting help or hinder the shared work of improving student learning and learning spaces? How might Design Thinking and applying an instrument such as the Learning Spaces Rating System assess our learning environments and advocate for institutional change? Join us for this interactive workshop exploring how campuses can best work together with pedagogy, technology, and assessment to support teaching and learning on our campuses through classroom design.

Cross-disciplinary Collaboration and Participatory Design of Learning Spaces as a Driving Force of Organizational Change  
Marie Leijon, Patricia Staaf

Can learning spaces in higher education be designed in an iterative participatory process where students, teachers, architects, educational developers and researchers work together as change agents? The paper presents results from a participatory design project on learning spaces at Malmo University, Sweden. In a participatory design perspective, users are experts and active in the design process, aiming to drive collaboration and contribute to an agency. The paper discusses how to build a sustainable participatory process framed within a pedagogical perspective, and shares ideas on how the development of learning spaces benefits from a cross-disciplinary organization within the university.

Hearing Different Voices: Teaching About Sustainability in Chinese Higher Education  
Debby Cotton

Environmental sustainability is slowly starting to become embedded into Educational Development practices. However, as in many educational research areas, much key literature is from Europe or the US. This paper reports research into HE teaching in China, drawing out implications for educational development internationally. The study utilised a culturally sensitive interpretive research strategy involving 30 Faculty in 3 Chinese universities. The findings replicate international studies, in identifying the complex and contested nature of sustainability as a barrier to teaching, but also identify context-specific issues such as the lack of reliable data and the political ramifications of speaking about controversial topics.

Bridging Perspectives: A Strategic Approach for the Internationalisation of Curricula through Graduate Attributes  
Catherine Meissner, Winny Bakker

This paper describes a strategic approach for the internationalisation of education which involves aligning institutional and disciplinary perspectives, through a focus on graduate attributes. Generic graduate attributes are transferred into specific graduate profiles for degree programs. These graduate profiles make internationalisation explicit in the context of a discipline and provide guidance for interventions towards an internationalised curriculum. Based on Barrie (2007), the case of a study program at the University of Groningen (NL) shows that this approach can lead to shared and well-defined rationales for internationalisation in the context of a specific discipline and, subsequently, enables the allocation of tailor-made support activities.
Wednesday  June 6, 2018

Maplewood A  A Comparison of Priorities, Services, and Approaches to Educational Development in Japan and the U.S.
Toru Hayashi, Shinichi Yamazaki, Masa Fukano, Andrea Beach, Mary Deane Sorcinelli

Educational development is expanding worldwide, as evidenced by the vibrancy of ICED. Globally, there is considerable interest in improving teaching quality and student success, and in the educational development practices that supports these goals. At the same time, comparative research on faculty professional development across international boundaries is rare. This session focuses on findings of two identical national surveys of educational developers in Japan and the U.S. We will discuss similarities and differences, propose next steps in the agendas for change in each country, and consider opportunities for cross-cultural international collaboration to support further development of our field.

Maplewood A  Global versus Regional Identity? - Helping Students to Feel at Home and Look at Academic Challenges from a Global Perspective
Martina Moerth, Claudia Burger, Bjoern Kiehne

In Europe, nationalism is on the rise again. After 75 years of peace, regional identities are becoming stronger. Against this background, higher education is facing the question of how students can best develop an open-minded attitude towards global questions. Accordingly, faculty development programs must consider both teaching conditions and responsibilities with regard to study organization, teaching skills, and general attitudes towards teaching and learning. The paper presents the Berlin Certificate of Teaching Internationally that has recently been designed and implemented in response to these questions, and it discusses them under the umbrella term of diversity-sensitive teaching.

Maplewood B  Developing the Next Generation of University Teachers
Amanda Hlengwa

The New Generation of Academics Programme (nGAP) is a systemic mechanism implemented in South Africa's public universities, designed to respond to the challenges related to composition and capacity of academic staff to adequately respond to the competing demands placed on higher education. These early-career appointees are completely new to formal academic teaching. This paper examines the extent to which existing induction programmes in four institutions align with the aims of ‘transforming’ the academy. Questions arise regarding the development of nGAP appointees as teachers that contribute to institutional changes in pedagogical approaches and to curriculum development more generally.

Maplewood B  Effective Teaching Practices, a Workshop for “Good” Teaching
Deborah Walker

Please enter your session abstract here (max 100 words). The abstract will be published in the conference program if your proposal is accepted. Students frequently cite poor teaching as a reason for leaving a STEM major. To remedy this situation, our center custom designed a workshop series for new faculty in the College of Engineering & Computing. This presentation will guide participants through the design and development process of a faculty development series addressing quality teaching to improve student retention. Participants will have the opportunity to draft a workshop agenda applicable to their university context. While this workshop was custom designed for a STEM college, the design, content and teaching strategies incorporated apply to any discipline interested in “good” teaching.
Academic Development for Junior Faculty: Results from an Italian Experience at Politecnico di Torino
Ana Serbati, Ettore Felisatti, Anita Tabacco, Lorenza Da Re

This paper presents results from a professional development program for new faculty at Politecnico di Torino (Italy). Constructivist theories and learner-centered teaching constituted the theoretical framework of this study. The training activity involved a group of 121 junior faculty. Researchers investigated program impacts on faculty’s professional reflection and on their practice in class, as well as participants’ satisfaction, using a mixed-methods approach. Participants took the Teaching Perspective Inventory before and after the program. Paired sample t-test on TPI results showed significant differences in 4 perspectives out of 5. Group discussion reflected on how these perspectives changed and investigated future impacts.

Developing Faculty Identity through the Principle of Partnership
Mary Carney

In the January 2018 To Improve the Academy, Peter Felton and Nancy Chick pose the question “Is SoTL a Signature Pedagogy of Educational Development?” They outline the parallels between Felton’s five principles of good practice in SoTL with the “activities, practices, or habits of hand” of educational developers. The fourth of the principles is “conducted in partnership” wherein “faculty colleagues have the right to set objectives and make decisions.” This paper will explore the ways in which year-long faculty academies in teaching and SoTL offered at the University of North Georgia are structured to support faculty identity and continuous inquiry.

Rites of Passage Re-Visited
Christel Brost

This paper analyzes what happens when you introduce the concept of liminality to students, drawing upon their spoken and written accounts of their experience. I will discuss the educational significance of introducing them to the concept of liminality as a way to understand their own insecurities and disorientation. The emotional reflections by students, on being betwixted and between will give voice to the experience of a liminal period. There is a threshold concept to consider when students enter HE. The theoretical framework stems from van Gennep, Turner and Thomassen and the transfer from anthropology and sociology to education credited Cook-Sather.

Exploring the Learning Opportunities of an Innovative Teaching Method in a Constructivist Classroom Enviroment
Salome Smit

Student-centred teaching strategies were adopted to align with institutional transformations. The aim was to explore the opportunities of an innovative teaching method, within a constructivist classroom environment. Students construct knowledge and meaning from their experiences during the learning activity by constructing a basic 3D model from modelling material, according to their prior knowledge of the normal anatomy of the structure. The student then trace the progression of changes instigated by the disease by changing the model according to the stages as the disease progresses, until the end stage of the disease. Evidence confirmed the effectiveness of the learning activity.
Improving Skill Competence and Research Outcomes in China through BIOS, an Authentic Research Experience
Justin Fendos, Liang Cai

In STEM (science, technology, engineering, mathematics) education, a contemporary issue is the development of effective skill training. In China, the need for skill competence is accentuated by the fact that most published research is conducted by students. Applying principles from active learning and scientific teaching, this paper describes the development of the BIOS program, an authentic research experience for undergraduates we have employed with great success to improve learning gains, student satisfaction, and preparedness for independent research. The structure of BIOS is a useful model applicable to other academic disciplines requiring improvements in skill competence or student research outcome.

Using Chinese Traditional Crosstalk in Academic Development: the Case of Shanghai Jiao Tong University, China
Wenting Xing

Teaching & Learning Crosstalk Program (TLCTP) originated in 2014 by CTLD of SJTU, which has been playing very important role in Academic Development on campus. The creation of TLCTP is tailor-made based on the survey. The theme and content is derived from the real teaching and learning environment and culture. With comic, ironical and exaggerated performance, as well as interactive discussion, TLCTP reveals teaching problems from students’ view in vivid and effective way and leads faculty to reflecting and improving their teaching practice. In this presentation, we will introduce this creative program and share 4 years’ experience as well as show the audience feedbacks and a video of TLCTP performances.

Building a Culture of Academic Integrity: Faculty Engagement, Beliefs, and Perceptions
Cristi Ford, Douglas Harrison, Laura Harris

The literature and practice of academic integrity consistently affirm that the ways to achieve meaningful educational experiences align with the most effective strategies to ensure the integrity of teaching and learning. Understanding the perceptions and beliefs that faculty and staff hold around academic integrity – and the related behaviors and actions – is essential for institutional efforts to infuse an emphasis on integrity across the curriculum and to develop academic integrity policies and processes that emphasize student success. This paper presents a qualitative content analysis of faculty and staff perceptions and beliefs about academic integrity as part of a comprehensive initiative at Access University to define an institutional vision and a set of strategies to enhance and maintain a culture of academic integrity.

The Conception of “The Good Teacher” Portrayed in Organisational Evaluation Tools at the University of Iceland
Gudrun Geisdottir

Despite the lack of common quality criteria for teaching at the University of Iceland teachers’ performance in teaching within the University is evaluated by different tools. From a social theory perspective those tools are a part of the structure academics are socialized into. Using a discourse analysis, the most influential evaluations tools of the organisation were analysed to explore the concept of “the good teacher” and their practices. Preliminary findings indicate a narrow, technical view of teaching practices that neither take into account SoTL ideas nor focus on professional development. The findings will be discussed in the light of constrains of dominant research discourses on academics identities.
What is Effective Teaching: What is Effective Teaching from the Perception of International Students at a Top Chinese University?

Yan Ding

China has become one of the biggest hosts for international students in the world. However, the dominant reason for attracting them is not the teaching reputation of Chinese universities. This study attempts to highlight what good teaching and poor teaching that international students have experienced at a top Chinese university through interview. The findings show that international students expect inter-cultural interactions, teachers’ caring, good preparation for teaching and effective feedback etc. It is necessary for Chinese university teachers to improve their global awareness, intercultural/multicultural teaching competence in order to better meet the learning needs of international students.

10:45 am - 11:15 am

Break and Refreshments

11:15 am - 12:45 pm: Keynote Panel

“Institutional Change: Voices, Identities, Power, and Outcomes”

Chng Hoon Huang  
National University of Singapore

Joy Mighty  
Carleton University

Torgny Roxå  
Lund University

Mary Deane Sorcinelli  
University of Massachusetts Amherst

Join us for a thought-provoking conversation with our keynote panelists! Drs. Chng Hoon Hoon, Joy Mighty, Torgny Roxå, and Mary Deane Sorcinelli will help us unpack the conference theme and probe the narratives we hold about ourselves and our field. When we say we are change agents, whose agenda are we really enacting? As we navigate an ideological world with unequal power relations, which voices are foregrounded? As we triangulate multiple international perspectives, paradoxes and complexity emerge, creating an exciting framework for the rest of the conference!
**Wednesday  June 6, 2018**

**12:45 pm - 1:45pm**

Ravina Ballroom  Lunch

**2:00 pm - 3:00 pm: Workshops**

**Camellia**

**Amplifying Voices and Marginalized Identities: Strengths and Weaknesses of Identity Group Programming**  
*Laurie Maynell, Jessica Riviere*

When we design programming to appeal to a particular subset of the campus population, it is with the intent to provide targeted support to a group that may otherwise be marginalized. Ideally, academic developers’ liminal position within the university administration affords access to larger campus initiatives, potentially serving as spokespeople for the less powerful. How can we plan programming that does not reinforce the marginalization of underrepresented populations? Participants will reflect on their own professional identity, connections that identity might open to them, and ways to leverage connections to shift institutional culture towards more equitable teaching and working conditions.

**Conference Center**

**Valuing Different Voices: Strategies for Enacting Pedagogical Partnerships in Diverse Contexts**  
*Cherie Woolmer, Peter Felten, Kathrin Glaeser, Alison Cook-Sather*

Pedagogical partnerships challenge traditional roles and boundaries within higher education by bringing together diverse experiences, knowledges, and voices of faculty and students. In this panel, four developers who facilitate and research faculty-student partnerships in different contexts discuss the dissonance between partnership practice and context, including national politics, institutional cultures, and language, which influence how partnership is interpreted and enacted. Attendees will have opportunity to reflect upon how the struggles experienced in different contexts are highlighted and mitigated through the actions and agency of those practicing partnership — and of developers who advocate for and support partnerships.

**Dunwoody A**

**Measuring Transparency: A Learning-Focused Assignment Rubric**  
*Michael Palmer*

By combining recommendations for effective assignment design with principles of transparency in learning and teaching and the value-expectancy theory of achievement motivation, we have developed a rubric capable of assessing the quality of and guiding the design of assignments. The rubric defines broad criteria characteristic of well-designed assignments; breaks the criteria down into a set of concrete, measurable components; and suggests what evidence for each component might look like. While valid for major, signature assignments, it is flexible enough to accommodate a diverse range of levels, disciplines, institutions, and learning environments yet nuanced enough to provide summative information to educational developers using the tool for research purposes and formative feedback to instructors interested in gauging the quality and focus of their assignments.
Dunwoody C

A New Doctoral Mentor Development Framework: Tools for Faculty Development

Curtis Brant, Ying Iverson

Please join us for a session that will offer professionals a model to support doctoral mentor development. In this interactive session, the time-honored tradition of doctoral mentoring will be explored through a new lens of analytics and a supportive ecosystem. Members of Capella University will share their efforts to re-imagine the role, expectations, and support structure for doctoral mentors. Using a specific case study, the presentation will offer participants a deeper understanding of how to conceptualize efforts to support mentor development by aligning behavioral expectations with mentor performance data, and existing support resources.

Dunwoody B

Screencasting for Student Learning and Assessment

Douglas Harvey

This workshop will provide the attendees with a new perspective on the use of screencasting technology for improving student learning and assessment of learning outcomes. The workshop facilitators will model how they are using student-created screencasts as a strategy for engaging learners with course content, both individually and in collaborative groups. Special attention will be given to methods for assessing screencasts to measure student learning. Attendees will be guided through the process of creating screencasts, and develop assignments and assessments for use in their own teaching.

Gardenia

Student Engagement: A Multidimensional Perspective

James Groccia

The concept of student engagement has played an increasingly significant role in efforts to understand and improve university student learning and persistence as well as overall institutional quality. I will present a multidimensional model that expands the definition and application of student engagement in higher education and discusses the increasingly important need for engaging today’s university student. The impact of student engagement in learning, teaching and research as well as with faculty, community and other students is explored and suggestions are provided as to how the entire academic community can support these activities.

Maplewood A

Understanding the Need for Supporting Culturally Responsive Faculty

China Jenkins

As the student populations of predominately White institutions of higher education around the world progressively diversity, there is a growing need for educators to establish inclusive academic environments. Educators can create inclusive classrooms through the adoption of a culturally responsive pedagogy. Many educators become culturally responsive to effectively instruct and mentor learners from other cultures; however, they often become frustrated without proper support from others, including educational developers. This workshop will help educational developers understand the needs of culturally responsive professors, as well as generate ideas on how they may provide such educators with support and professional development.
Maplewood B  Supporting Effective Mentors of Undergraduate Research: The Importance of Structured Preparation and Training
Sarah Macdonald, Beatriz Brando

How can institutions support the development of research mentoring skills for faculty and future faculty? This session will present resources from a research mentoring toolkit and research findings from an NSF-funded study of a graduate/undergraduate research mentoring program to demonstrate the importance of training future faculty in how to mentor undergraduates in research. Workshop participants will engage in conversation about how to best support faculty and future faculty as research mentors. Participants will identify how research mentoring skills are developed on their campuses, share their experiences, and develop a plan for increasing support for research mentoring at their institutions.

Oakwood A  Looking Externally to Evolve Internally: A Centre Survey
Jessica Raffoul, Pierre Boulos, Erika Kustra, Allyson Skene

Changing roles and expectations have led to increasing pressures for teaching and learning centres to assess their impact (Hines, 2017). While workshop attendance and satisfaction ratings provide preliminary data, garnering stakeholders’ deeper and richer insights through narrative and perceptions can enrich centre and institutional priorities development and decisions (Grabove et al., 2012). This session will share results from a centre survey and review, exploring diverse perceptions of the unit’s value, effectiveness of its events and programs, barriers to participation, and notable practices and ideas. Session participants will analyze trends, discuss applications in their own contexts, and critique methodology.

Oakwood B  Faculty Collaboration for Integrative Learning
Hillary Steiner

Can learning spaces in higher education be designed in an iterative participatory process where students, teachers, architects, educational developers and researchers work together as change agents? The paper presents results from a participatory design project on learning spaces at Malmo University, Sweden. In a participatory design perspective, users are experts and active in the design process, aiming to drive collaboration and contribute to an agency. The paper discusses how to build a sustainable participatory process framed within a pedagogical perspective, and shares ideas on how the development of learning spaces benefits from a cross-disciplinary organization within the university.

3:15 pm - 4:15 pm: Concurrent Sessions

Camellia  Navigating the Margins: An Intersectional Approach to Understanding Identity and Power in Educational Development
Kathryn Plank

The role of educational developers has been repeatedly described as marginal and precarious, and yet we also can be seen as agents of change and instruments of institutional power. This workshop uses the lens of intersectional theory to better understand the constantly shifting boundaries of identity and power inherent in the liminal space we occupy in academia. Through a series of case studies, reflective writing activities, group discussion, and excerpts from the scholarly literature, we will to explore the intersections of power and marginalization and what it means for our work in educational development.
**Dunwoody B**  Mapping Academic Development in an Era of HE Change  
*Klara Bolander Laksov, Huang Hoon Chng*

Five years have passed since Gibbs’ seminal work on the changing nature of educational development. Although many of the categorisations may still be valid, we acknowledge that academic development practice is in constant negotiation with the environment in which it takes place. The purpose of this workshop is to map understandings of academic development in different contexts. Together we will map our understandings of academic development into a heuristic, creating focal points for research and development of academic development practice.

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**Dunwoody C**  Evolution of a Multi-Cultural Research University in Greater China  
*Katrine Wong, Zihao Li, Spencer Benson*

The University of Macau (UM), an English-medium Asian University, has undergone major institutional changes in the past decade. UM has quickly evolved from a primarily teaching university to an international research university, instituted and revamped a GE programme, established the Centre for Teaching and Learning Enhancement (CTLE) that promotes faculty development, learner-centred education and blended learning, and established Asia’s largest residential college system and a prestigious university-wide teaching excellence award that foregrounds teaching alongside research and multi-lingual education. The panel speakers – academic and administrative voices involved in these changes – will discuss how these changes impact their identities as faculty members.

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**Gardenia**  Measuring Impact for Educational Developers – Towards a New Framework?  
*Fiona Denney, Carole Davis, Susannah Quinsee, Sara Reimers*

This workshop aims to develop the measurement of educational development activities in a meaningful way. Educational development units (EDUs) have increasingly been required to demonstrate value for money through evidence of impact. Approaches frequently involve metrics and rarely meaningfully capture the transformational nature of much educational development activity. In this workshop, participants will evaluate and discuss results of a recent survey of British and Australian universities which identify the range of frameworks and measures that are being used. Participants will then draft a framework to be piloted by EDUs for the generation of more meaningful evidence of impact.

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**Maplewood A**  Inclusive Pedagogy in Higher Ed  
*Bryan Dewsbury, Andrew Koch*

The diversification of college classrooms and unequal academic outcomes between different socioeconomic groups of students requires a critical examination of the learning environment. Part of this examination includes faculty teaching practices. Pedagogical transformation requires providing support for practitioners who may not have previously considered the fundamental concepts of inclusion in their practice. Our workshop makes the case for inclusive teaching practice. We introduce participants to the fundamentals of inclusive pedagogy, and, demonstrate ways in which they can be implemented and assessed. We envision this workshop as an opportunity for participants to continue their career-long commitment to developing inclusive classrooms.
Towards a Network Approach of Educational Development

Ine Rens, Rebecca Resseler

As educational developers we often face changing policies, challenging us to question who we are and what we (should) do. In the upcoming years our university wants to invest in ‘future-oriented education’, a large-scale project aiming at introducing active learning university-wide. Educational support at a micro-level for all faculty members is needed. A need our Educational Development Unit (EDU) cannot fulfill. Instead of investing in another reorganization of our EDU, we concentrate on ‘working smarter’ and ‘network thinking’. What is our added value, what role do central and local developers need to play? Find out together with us.

Student Panels Help Faculty Support Diverse Students

Tonya Whitehead, Sara Kacin

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

Low Budget, No Team. How to Develop Your Educational Institution Against the Odds

Bernhard Lange

Many faculty developers are in a tight spot as far as their means for change are concerned. Ideas and motivation in abundance, they are restricted by the general setting of their work place. In this workshop, we will collaborate to beat the odds. You will first analyze your individual work place situation at your institution, identify key topics, and then proceed to discuss in teams the most promising areas for optimization. The goal of the workshop is a collection of actionable ideas and practical guidelines to enable you to realize your projects. Bring your laptop!

Students as Partners in Educational Development

Tim Boon, Ine Rens, Rebecca Resseler

A challenge for educational developers is getting all teachers involved in the (re)design of their course. Some teachers want hands-on assistance. But as an educational development unit we don’t have the manpower to work on this micro-level. Meanwhile the involvement of students in higher education is gaining importance. The voice of students is considered key to improve the teaching and learning practice. At KU Leuven, we recently decided to experiment with students redesigning the online part of courses, making these courses better organized and more (attr)active. Do you involve students in educational design? Would you like to? Let’s share our ideas.
Maplewood A

Developing Global Perspectives on Well-Being

James Fortney

In recent years, educational developers have been asked to consider our role in the creation of academic cultures that foster individual, community, and institutional well-being (Harward, 2016). For Shuster (2018) and others, “well-being embodies a sense of direction and purpose, positive personal identity, strong relationships, empathy, resilience, and mindfulness” (p. 1). Several scholars are currently exploring these elements of well-being as they relate to both the philosophical and practical dimensions of our work (e.g., Boye, 2018; DiPietro, 2018; Gravett & Bernhagen, 2018). This workshop seeks to contribute to these conversations by developing global perspectives on well-being in educational development.

Maplewood B

How Do They Feel? The Role of Emotions in Teaching Development Programming

Morgan Iommi, Kirk Robinson

Emotions impact learning; however, this is often overlooked in the teaching we do as educational developers. By exploring these emotional considerations, we can design more effective programming experiences and motivate participation to achieve institutional change. Using two research studies that looked at graduate student instructors’ experienced and anticipated emotions with teaching development as a foundation, session participants will consider how emotions might shape individuals’ experiences with Center programming. Participants will explore a range of positive and negative emotions, analyze how different elements of programming and marketing might evoke emotions, and begin a plan to effectively utilize emotions to benefit programming.

Oakwood A

Transforming Ourselves and Initiating Change through Effective Leadership

Esther Zirbel

This model of leading with “soul,” “heart,” and “mind” combines four leadership models from the literature into one coherent framework. In the soul section, participants will identify their strengths and virtues through an abbreviated LPI assessment; in the heart section, they will use their emotional and social/conversational intelligences to understand leadership practices; and in the mind section, they will use results from cognitive neuroscience to act and lead consciously, wholeheartedly, and responsibly. The idea is that by learning effective leadership skills, faculty developers will be positioned and empowered to initiate change in teaching and learning at their institution.

Oakwood B

“Student Engagement” and its Relationship to Effective Teaching & Learning: What Is It, Why Does It Matter, and How What Does It Mean for Our Work?

Michael Reder

A challenge for educational developers is getting all teachers involved in the (re)design of their course. Some teachers want hands-on assistance. But as an educational development unit we don’t have the manpower to work on this micro-level. Meanwhile the involvement of students in higher education is gaining importance. The voice of students is considered key to improve the teaching and learning practice. At KU Leuven, we recently decided to experiment with students redesigning the online part of courses, making these courses better organized and more (attr)active. Do you involve students in educational design? Would you like to? Let’s share our ideas.
Empowering Students
Sonja Rapp, Lena Fliegl

The European Bologna Process has changed many study programs into subject-specific and heavily structured trainings. Nevertheless, students have ideas, visions and the willingness to participate in and actively shape university and society. It is one goal of the Centre for Higher Education and Lifelong Learning at the University of Stuttgart to empower students by supporting them to develop their own voice and personality and in creating formats for students to engage in. They are given the opportunity to influence the curriculum, and to provide own ideas for topics. Besides specific subject knowledge students apply their competencies as a responsible citizen.

Students Voices Uncovered in the History Survey and Faculty Voices Amplified by a Department Liason Program
Carla Vecchiola

This presentation describes the results of moving an American History Survey course from a face-to-face class with a textbook to an online class with open educational resources. I will demonstrate how a student-centered approach utilizing direct access to primary sources created a culture of engagement and deliberative discussion. Students applied their critical evaluation skills not just to historical materials but also to contemporary sources. Our teaching center takes a similar faculty-to-faculty approach to disseminating best teaching practices. Participants will leave with a model for a program that might increase faculty voice on their campuses.

A Motivation Inventory – A Tool for Teachers’ Action Research
Asta B Schram

Faculty development programs might aid teachers in action research by providing them with tools to reflect on their teaching. The MUSIC Model of Academic Motivation Inventory will be introduced, a tool that teachers use to assess student motivation, aiming at modifying their teaching accordingly. The inventory has been validated in several fields and age groups. It is based on the MUSIC Model of Motivation (Jones, 2017), a model developed after extensive study of motivation research and theories. The acronym describes five classroom factors that are strongly related to motivation, M: eMpowerment, U: Usefulness, S: Success, I: Interest and C: Caring.

Going Back to the Future – Exploring the Link Between Learning Biography and Teaching Conceptions
Bjoern Kiehne

How did our learning experiences shaped our conceptions of teaching? In this workshop we go back in time in order to understand ourselves better. Based on my research on the teaching conceptions of early career academics (Kiehne, 2015) I will introduce you to a set of methods that help to include the learning biography into the process of teaching skill development for researchers.
Using Strategic Planning to Evaluate Academic Development Units
Angela Linse

“How do we evaluate the effectiveness of Academic Development Units?” (ADUs) is a perennial question in the field. The typical approach is a mélange of distinct assessments of services and programs offered by ADUs. This session explores how a well-designed strategic plan can guide holistic ADU evaluation. Strategic plans include clear vision and mission statements and explicit goals for what an ADU wants to achieve in future. Participants will discuss academic development assessment, strategic planning, develop streamlined vision and mission statements, and results that matter to unit constituencies, develop or rewrite at least one achievable goal.
Who We Are Counts: Inserting our Personal and Professional Selves in Organisational Spaces
Kershree Padayachee, Kasturi Behari-Leak, Langutani Mary Masehela, Rieta Ganas, Bradley Rink, Esmarie Strydom, Vanessa-Jean Merckel James

Who we are in professional organisations is directly influenced by our personal and professional identities. Organisational identities are shaped by our biographies and geographies, which influence our values, beliefs and aspirations, and our motivation and commitment to organisational development. In this panel session, members of the HELTASA executive committee reflect critically on the outcomes of a participatory learning and action process in which we explored our constructions of our individual, relational, professional and organisational selves. We share insights on how our multiple identities influence our organisational work and how we exercise agency in fulfilling our commitments in higher education.

‘The Development Dilemma’: Using Mezirow to Transform Professional Identity and Impact Organizational Change
Martyn Kingsbury, Jo Horsburgh, Kate Ippolito

As educational developers we are aware of the challenges in changing not just superficial practice but transforming individuals’ professional identity, such that it can facilitate sustainable organisational change in pedagogic practice. We will use this workshop to facilitate a critically reflective dialogue on how teacher identity development, particularly of ‘critical’ individuals, may be important in this process. We will draw on Mezirow’s (1991) concepts of frames of reference and disorientating dilemmas, as well as empirical data collected through our Master’s in Education case study, to consider transformative learning both from the perspective of individual and institution.

Publishing on Educational Development: A Conversation with IJAD Editors
Peter Felten, Kathryn Sutherland, Johan Geertsema, Huang Hoon Chng, Roeland van der Rijst, Suzanne Le–May Sheffield, Meegan Hall, Klara Bolander Laksov

Are you interested in publishing on educational development? This panel of editors from the International Journal for Academic Development, ICED’s journal, will answer your questions about writing, researching, reviewing, and publishing in the field. We will focus in particular on how to make your work appropriate for and appealing to an international audience. The session is designed for everyone, including those who are new to, or experienced in, writing about educational development.
Working with Faculty of Color on a Predominantly White Campus

Mayuko Nakamura

An increasing number of publications discuss the marginalization and oppression of faculty of color in Predominantly White institutions (PWIs). Many roadblocks for minority faculty exist in the cultures and systems of PWIs. A theoretical perspective of Whiteness is used in analysis of cultures and systems of PWIs. Whiteness in PWIs is pervasive and manifests all aspects of university campus including curriculum co-curriculum, the hidden curriculum, as well as, faculty, staff and leadership positions and physical spaces. Recognizing Whiteness in higher education would help educational developers increase their understanding of race relationship and its implication to faculty of color at PWIs.

Rural Women: Decisions and Transitions to Post-Secondary Education

Colleen Webb

Rural female students comprise a significant proportion of the Canadian college and university landscape and frequently face unique barriers when accessing post-secondary education (PSE). There is little research focused on this important student group. Semi-structured interviews and journal entries were used in this study to create stories that highlight the barriers Canadian rural women encounter as they embark on PSE. Patriarchal structures, geographic location and lack of community support were emphasized as significant barriers when transitioning to PSE. This presentation will broaden the conversation around rural women’s journeys to PSE and offer suggestions to ameliorate barriers and promote success.

Disrupting Metaphors of Coloniality to Mediate Social Inclusion

Kasturi Behari-Leak, Goitsione Mokou

New voices emerging in the global South are contesting the academy’s elitist and exclusionary ethos by disrupting the normalcy of coloniality. This session explores the politics of ‘voice’ of the ‘marginalized’ who dare to ‘speak’ in authentic and provocative ways that call the university to action. We pose the questions: are alternative voices enough to inspire institutional change if traditional hierarchies of power remain intact? Are there tacit consequences for those who speak up and speak out? What does this mean for the collective project of re-imagining a univers(ity) that carries a promise of social inclusion and social justice?

Cultivating Excellence and Evidencing value

Karen M. Lauridsen

Educational developers (EDs) are expected to be able to demonstrate the impact of what they do. This demand for accountability may be met by evidencing the value of a continuous professional development activity during and after the event. This paper presents an example of how such value may be evidenced by means of a pre- and post-course survey with a combination of quantitative and qualitative data based on the intended learning outcomes of the program in question. The qualitative data evidences participants’ anticipated behavioural change and the anticipated organizational change and support. A follow up will document actual change.
Measuring Institutional Transformation: A Multi-Level Evaluation of a New Faculty Development Program
David Favre, Dorothe Bach

New faculty learning communities (FLCs) often claim success in shifting pedagogical beliefs and practices toward an increased learning-focused orientation while developing faculty’s sense of institutional connectedness. Frequently, these determinations lack rigor and nuance as they are often generated from indirect measures and measures that target isolated areas of complex change mechanisms. This paper reports on the design, tools and results of a more comprehensive assessment study that employs Kreber and Brook’s [7] impact model to better align instrumentation with levels of institutional impact. Findings at various levels indicate significant and transformative effects for FLCs on new faculty beliefs and practices.

Teachers Interacting with Students – an Important (and Potentially Overlooked) Domain for Academic Development During Times of Impact
Torgny Roxå

This paper responds to increasingly common calls for academic developers to produce evidence of the impact of their work. It argues that theoretical models in use are imprecise and therefore fail to explain observed variations in professional development activities. To complement existing methods of evaluation, it suggests the value of attending to concrete situations where teachers interact with students, drawing on previous research on teachers’ thinking as they interact with and observe student learning. Thereby a more fine-grained framework emerges. Arguably improved models for design and evaluation of professional development activities might prove crucial for the survival of the profession.

Measuring the Transformational Impact of Educational Development on How Faculty Teach and Think about Teaching
Carol Hurney, Lori Leaman

To measure an institution’s transformation toward a more learning-centered paradigm, assessment of professional development interventions should measure how faculty change the way they teach and the ways they think about teaching. This session examines how the Faculty Learning Outcomes Assessment Framework helps to develop survey items that measure the ways interventions such as workshops and learning communities transform faculty, their teaching, and their teaching identity. Participants will analyze the Faculty Learning Outcomes Assessment Framework based on results from a study of faculty at a small, liberal arts college who engaged in programming developed for a National Science Foundation grant.

An Elusive Professoriate? How Emerging Identities Will Shape the Future of Academic Development
Rania Sanford

This paper builds on earlier research that explored the changing nature of faculty work and the pressures that faculty will continue to face in the future. The session reports the findings from a national survey study of academic developers and campus leaders (deans, provosts and presents) in the United States; 397 respondents shared their perceptions of the relative importance of domains beyond teaching and learning to their faculty’s success. We will discuss findings that point to the significance of institutional motivations to the purpose and function of academic development against a backdrop of an emergent identity of future faculty.
Opportunities and Challenges: Disaggregation and Academic Development Practice and Identities
Rhonda Hallett

This paper reports on academic developers’ perceptions of opportunities and challenges in the application of disaggregated learning to academic development. Survey and interview data was collected from academic developers in a network of 7 Australian Higher Education institutions who participated in a nationally funded project in 2016/17. Project participant’s activities stimulated discussions about the nature and scope of resource sharing for qualifications across institutions, and through this, the nature of contemporary academic development practice. Analysis of data identifies challenges and opportunities for academic development practice embedded in the concept of disaggregation, particularly in relation to organisational context, identity and power.

Flipping Faculty Development with the Hybrid and Online Teaching Institute
Sara Kacin, Tonya Whitehead

Are you looking for a hybrid or blended solution to faculty development? This session, introduces our Hybrid and Online Teaching Institute (HOTI). The institute is an innovative way to engage instructors through blended learning experiences that include both face-to-face and online learning environments. In this interactive session, participants will be presented with the HOTI design and three years of assessment data; have an opportunity to share their experiences creating hybrid / online faculty development programs; and will leave with implementation frameworks and design strategies useful in adapting a hybrid faculty development learning experience for their campus.

Research on the Professionalization of Faculty Developers in China: Based on the Survey at Xiamen University
Wei Wu, Chaoya Wu

This study aims to understand the professionalization of Chinese faculty developers. Literature analysis, questionnaire survey and interviews are applied. Two questions are addressed: What are the status, occupational threshold, professional literacy and professional promotion of Chinese faculty developers at research universities? How to improve their professionalization? A questionnaire survey of 111 full-time teachers was conducted and 6 faculty developers were interviewed in Xiamen University. The results were analyzed in three dimensions: identity and roles of faculty developer, professional literacy of faculty developer and professionalization measures: 1. The professional identity of Chinese faculty developer has not been recognized. 2. The background of them was complex and diversified. 3. The programs which had been launched were not highly targeted and effective.

Using the SEEN Framework as an Academic Development Tool
Amanda Gilbert

This paper describes the use of the SEEN Framework, a tool developed to describe attributes that are not commonly assessed, to support academic development discussions about these attributes. Academic developers are often approached to help academics embed such attributes in their courses to enhance students’ employability. The framework provides a structure for conversations between academic developers and academics. Using examples of these conversations we show how existing practice can be analysed and alternative teaching activities identified. Academics who have engaged in this process report useful outcomes in relation to the development of specific teaching approaches and reflection on their practice.
Examining Time Allocation and Effective Teaching Practice: The Changing Roles of Today’s Faculty  
Thomas Nelson Laird, Allison BrckaLorenz

Given the array of expectations and increased scrutiny from various stakeholders in the United States, faculty must be careful and intentional with how they balance their time. The categorization of faculty based on time used for teaching, research, and service raises some interesting points of discussion about the roles of today’s faculty. This interactive session explores how over 16,000 faculty from 154 colleges and universities in the U.S. spend their time on professorial activities, the consequences of more specialized roles for faculty, and how time allocation relates to effective teaching practices. Participants will be encouraged to share how these patterns of time allocation and faculty roles compare for faculty at their institution and as well as their regional context.

Adapting Formative Peer Review Principles to Online Course Evaluation  
Ron Legon, Yaping Gao

A distinguishing characteristic of online learning in the U.S. is the willingness of faculty members to invite their peers to view and comment on their online courses. While this phenomenon began locally and spontaneously, since 2003 Quality Matters has formalized this practice into a widely adopted process to certify the quality of online courses. This session will describe the underlying principles of faculty peer review for course quality assurance and its roots in the tradition of formative peer review in higher education. Attendees will learn how adopting these principles can win faculty support for quality assurance processes at their institutions.

Developing the Concept of Workload: How SoTL Projects can Enhance Educational Development at Institutional Level  
Gudrun Geirsdottir

This paper gives an account of a SoTL project where the collaboration between an academic and an educational developer led to a more developed conception of student workload and influenced new practices at the institutional level. The intended outcome of the paper is to speculate about the possibilities of implementing similar models of collaboration on a larger scale within institutions.

Challenge Based Learning as a Driver for Institutional Change  
Patricia Staaf, Cecilia Christersso

Can a HEI pedagogical framework contribute to the development of a sustainable community, and also be a driver for the development of the institution itself? What happens when academic staff and students are invited to be part of the process of defining a pedagogy that will make HE relevant to societal transformation and at the same time supporting students to be able to meet and handle current and future challenges? This paper will present the ongoing process of developing a framework for Challenge Based Learning at Malmö University in Sweden and institutional implications of that work.
Institutional Change and Educational Development Supported by Faculty-Wide Educational Framework Through Collaborative, Bottom-up Teamwork
Petri Gudmundsson, Elisabeth Carlson, Christel Bahtsevani

This paper presents faculty-wide Educational framework with potential to bring about change in education. This was made possible through bottom-up teamwork, discovering underlying reasons for chosen educational approaches at the faculty, enabling educational discussions between colleagues. All colleagues at the departments were encouraged to review educational ideas and methods that they had in common, or wanted to develop. Uniting around educational methods, specified and published as educational frameworks, facilities continuous educational collaboration and development, and improves mutual understanding in discussions and collaborations with students, which can affect scholarship of teaching and learning as well as bringing about institutional change.

Facilitating Collaborative Analysis of Student Learning to Improve Courses and Programs
Susan Colby

This presentation is based on a research study examining how Collaborative Analysis of Student Learning (CASL) was used at a comprehensive university by teams of faculty to improve student learning and teaching practice. The authors of this study sought to understand how CASL informed improvement efforts and what facilitators learned from the process. Findings suggested CASL results were helpful in identifying improvements, the facilitator’s role is crucial, and purposefully designed processes and protocols are imperative for successful implementation. This presentation will describe CASL theory and process, offer insights from the study, and provide guidelines for educational developers facilitating CASL.

Curriculum Development and Meso Level Change: Evaluating a Single Institution Change Academy
Nancy Turner, Mick Healey, Ryan Banow, Giselle Patrick

Strategic initiatives to design and implement curricular change in HE have received increasing attention in recent years (Barnett & Coate, 2005; Blackmore & Kandico, 2012). This session considers one approach to supporting collaborative curricular change by program teams, including students, within one Canadian HEI. Grounded in theories of meso-level change (e.g. Gherardi, 2012; Knight & Trowler, 2000) and scholarship related to curriculum design (e.g. Wolf, 2007) the approach builds on cross institutional change academy models (Bradford, 2009; Healey, et al, 2013). The session will explore the application of this model in one institution, including its theoretical groundings and outcomes.

Implementing Virtual and Augmented Realities for Higher Education
Jeffrey Bain-Conkin

Come learn how to implement Virtual and Augmented Realities (VR/AR) at your institution of higher education. The technologies surrounding VR/AR continue to increase in affordability and accessibility as does the potential for educational application. Yet realizing the possibilities remains somewhat mystifying. This pre-conference seminar details specific initiatives at the University of Notre Dame and how to replicate them at other institutions: integrating VR into an active learning classroom, coordinating a student internship for VR development, and promoting VR/AR use in teaching and research. This seminar employs hands-on workshops and features faculty, student, and administration voices.
How do we Develop the Learning Technologies (LT) Capacity in a Faculty?

Johannes van As

There is an expectation that HE should change to include the use of learning technologies. Multiple factors are driving this; the concern that HE is becoming disconnected with the way technology is utilised socially and at work, institutions failing to meet student expectations and budget constraints. For this change to be operative we need to find more effective ways to increase capacity. The best way to do this is to address organisational motivation. This is an exploratory workshop focusing on how to develop a LT strategy that can address the following: challenges with organisational motivation; learning technologies that should be focused on; support offered; effective faculty development strategies and what are realistic targets that should be built into strategy.

Instructional Technology Skills Development in Faculty Staff: A Tool for Effective Teaching and Learning in Nigeria Tertiary Education

Stella Nwosu

The paper examined Nigerian faculty staff exposure and training on instructional delivery skills with three hundred Nigerian lecturers from three Universities from the South Nigeria using a questionnaire. The data collected was analyzed using means, percentages, and graphs. The findings revealed that most of the sampled lectures are not conversant with emerging trends in instruction, but indicated interest in updating their skills given the opportunity. This paper thus proposes the establishment of Instructional Technology units in Nigeria tertiary institutions where faculty/staff can be periodically exposed to techniques in instructional delivery and get solutions to instructional problems. And the exposure of students to emerging technologies in learning.

Graduate Teaching Assistants’ use of Collaborative Learning Scripts in Lesson Planning and Micro-Teaching

Mark Gan, Johan Geertsema

Understanding and recognising how graduate teaching assistants (GTAs) carry out their teaching practice is of vital importance as they play a key role in University teaching. However, their voices are often drowned in a complex environment, where competing demands, such as research and publications, jostle for time and attention. This study examined GTAs’ use of collaborative learning scripts through lesson planning and micro-teaching sessions. Findings are discussed in relation to academic developers’ understanding of how GTAs develop their knowledge and skills to engage students in meaningful collaborative learning and how best to design instructional support in learning how to teach.

The Status Quo and Countermeasures of the Construction of Faculty Workforce in Newly-built Undergraduate Colleges in China

Lulu Liu, Wei Wu

The purpose of this study was to explore the status quo of faculty workforce in 330 newly-built undergraduate colleges in China through statistical analysis. We found that the student–teacher ratio is too high, the structure of the faculty is unreasonable, the level of internationalization needs to be enhanced, the training coverage is not wide enough. The construction of the faculty workforce should focus on five points: to strengthen the top-level design, to ensure a reasonable student–teacher ratio, to optimize the structure of faculty, to enhance the international level of faculty and make full use of faculty development centers.
Effects of Peer-Facilitator-Training (Student Instructors) – Results and Challenges of Field Studies
Annette Glathe

The effects of training of peer facilitators (student instructors) for supplemental instruction courses have so far hardly been focused in research. This paper will present some results of a dissertation at Technische Universität Darmstadt, Germany, on this topic: effects of training on peer facilitators themselves, like knowledge on teaching or the self-efficacy, as well as effects on students who participated in peer-led supplemental instruction courses, like results in exams. Furthermore, challenges in the field of higher education research will be discussed and ideas how to face them will be proposed.

Graduate Teaching Assistants’ Supervision of Undergraduate Student Research: Sharing Lived Experiences.
Roeland van der Rijst, Daan Romein, Mayke Vereijken

The small group setting of undergraduate research activities often demands the use of graduate teaching assistants (GTAs). Pedagogical training for GTAs will improve the value of their supervision during undergraduate student research. During a presentation we will show the benefits and challenges of creating shared lived experience of supervision of research activities for graduate students’ development. Based on previous literature and data from our GTAs in training, we will provide a theoretical base for purposeful reflection on shared experiences. We present how to create shared lived experiences in a workshop format and use it for improving GTAs learning to teach and supervise undergraduate student research.

Faculty Staff Development: Harnessing the Benefits
Clara Davies

Emotions impact learning; however, this is often overlooked in the teaching we do as educational developers. By exploring these emotional considerations, we can design more effective programming experiences and motivate participation to achieve institutional change. Using two research studies that looked at graduate student instructors’ experienced and anticipated emotions with teaching development as a foundation, session participants will consider how emotions might shape individuals’ experiences with Center programming. Participants will explore a range of positive and negative emotions, analyze how different elements of programming and marketing might evoke emotions, and begin a plan to effectively utilize emotions to benefit programming.

Weighing the Value and Effectiveness of Teaching Awards
Robert Bledsoe, Deborah Richardson

Determining the value and effectiveness of teaching awards is a challenge. This presentation reports on an investigation in which faculty members from academic departments on the health science campus and the primarily undergraduate campus of a research university reported on their knowledge of about and attitudes toward a teaching award. Faculty members anticipated that the award would boost the winner’s dedication to teaching, they foresaw little impact on non-recipients. The presentation will engage the audience in a discussion of ways to structure awards to motivate non-recipients as well as alternative criteria and methods to assess the impact of teaching awards.
**Professional Recognition – Giving Teaching and Supporting Learning a Professional Identity**

Fiona Smart

Higher Education Academy fellowships have been around since 2006, prior to that they were awarded through ILTHE. But in recent years there has been a growth, globally. This paper will explore the impact professional recognition through HEA Fellowships on the individuals who have engaged in reflection on their practice. HEA Fellowships accommodate a broad spectrum of staff who are involved in supporting learning in higher education. Professional recognition extends beyond academic staff, and includes technicians, patients involved in health related courses, student support, library staff, research supervisors and senior university leaders. The personal drivers to engage go beyond the award of post nominals and institutional directives.

**Articulating Teaching Aspirations to Create Meaningful Reward Structures**

Bridget Arend, Virginia Pitts

Higher education faculty members are expected to create meaningful and transformational learning experiences. However, faculty reward structures often discourage time and effort spent on teaching, and tend to measure superficial criteria. This paper will detail how one institution utilized elements from Design Thinking and Faculty Learning Communities to develop teaching aspiration statements that better reflect modern teaching identities. We aspire towards meaningful, learning-centered, inclusive, and reflective teaching practices. We are now using rapid prototyping to help academic departments across a decentralized campus develop new evaluation methods that support and reward these aspects of teaching our faculty identify as meaningful.

**The Collegial Project Course: A Systematic Way Towards Institutional change**

Roy Andersson

This paper presents and discusses how to support disciplinary communities of academic teachers to create a lasting change in educational culture. By stressing the similarities with the fully accepted research culture and their research knowledge this has been possible. Evaluations consistently show that participants appreciate the collegial approach. It offers them an opportunity to deal with challenges in their own practices together with others and to adapt concepts and perspectives from educational literature to their everyday teaching and learning. And maybe most of all it have provided them with a common language when discussing teaching and learning.

**Three Part Harmony: Blending the Voices of Students, Educational Developers, and Faculty Members in Curriculum Development**

Lori Goff, Kris Knorr

Academics routinely engage in collaboration and peer review of one another’s work. Why is it, then, that we tend not to take a similar approach to collaborating with students on issues pertaining to their learning? Curriculum planning should be a shared responsibility that involves students. We present a case study of a new course for upper-year students to engage in partnerships with faculty and educational developers, and through those partnerships, co-create learning modules that become part of a first-year science course. Participants will engage in discussion and brainstorm possibilities for partnering with students in curriculum development, review, or refinement at their institutions.
Developing a Future-Proof Nursing Curriculum: Starting from Vision to Concrete Design Tools
Evelien Hast

On the one hand educators agree on the importance of integrating 21st century skills in curricula to assure graduates are ready for an unpredictable future, while on the other hand we struggle to implement this in our curricula fearing we're not offering them enough content-knowledge to start their professional careers. Therefore we're implementing a sustainable future-proof curriculum which gives our students the necessary tools to get started and to keep on learning. This session will guide you through our process of developing a student-centered curriculum focused on self-regulation, authentic learning and deep level integrated learning.

Make Way for Educational Innovation! Dutch Senior University Teaching Qualification
Alice van de Vooren, Marije Hahnen

Make way for educational innovation! Dutch Senior University Teaching Qualification. Both Erasmus University Rotterdam and University of Twente implemented a new educational vision, which puts more emphasis on student learning. With this paradigm shift, a task for teachers has emerged to implement innovative and stimulating learning activities. The Dutch Senior University Teaching Qualification (SUTQ) has been developed at both universities to support academic teachers. In this workshop we will elaborate on the building blocks of both SUTQ models, including design choices and dilemmas. By design assignments participants are invited to think about inspiring professionalization activities for senior academic staff.

The Importance of Reflective Practice in the Process of Leadership Development
Ragina R. Mullucey

Throughout time, successful leaders have used the tool of reflective practice to understand and learn from their experiences. Raelin (2002) suggests that through reflective practice we find clarity. The clarity of thought and process gained through reflection enables us to develop the skill of critical thinking (Merriam, Caffarella, & Baumgartner, 2007; Knowles, Holton III, & Swanson, 2015). Mezirow (1991) suggested that critical thinking and reflection are foundational in the transformative learning process and allow individuals to analyze and adjust beliefs through problem-solving. Therefore, reflective practice is vital to the process of leadership development and organizational growth.

It's Not Third Time Lucky: Reflective Practice on a Faculty Development Project Towards Students Learning and Reflective Teaching in Higher Education
Aline von Bahten, Cinthia Bittencourt Spricigo

Shifting levels of thinking about teaching is a challenge in Higher Education. We have modified a course design approach for a faculty development project, which aimed students learning and reflective teaching. In three editions of 60 faculty members each, teaching plans were rewritten with course descriptions and learning outcomes to drive change in learning activities and assessment. This session describes the reflective practice of faculty developers observing difficulties and thoughts of faculty members during their learning process with a CIPP (context, input, process, product) model and how it has changed each project edition course in structure, content, extent and support.
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<tr>
<th>Session</th>
<th>Title</th>
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<tr>
<td>Camellia</td>
<td>The Art of Mindfulness: Transforming Faculty Development by Being Present</td>
<td>Ursula Sorensen</td>
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<td>Faculty burnout has become a critical issue in academia that extends from new faculty to seasoned faculty. Burnout can come from several factors, but is especially due to stress that comes about because of professionals and personal responsibilities. This session will introduce attendees to the concept of mindfulness and how we as faculty developers can incorporate aspects of mindfulness into our faculty development programs as a means of helping decrease stress and increase attention. A mindfulness program that has been started at an American university will be presented along with data regarding how this program has affected faculty participants.</td>
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<td>Conference Center</td>
<td>Faculty-Led Teaching Centers: Peer-to-Peer Leadership Strategies</td>
<td>Jonathan Hunt, Jody Greene, Sarah Capitelli, Nandini Bhattacharya</td>
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<td>Faculty-directed teaching centers have unique advantages and challenges as we seek to lead our campuses toward positive change. In this session, participants will explore models for faculty-led teaching centers, with an emphasis on identifying strategies for 1) “peer leadership” in faculty development, and 2) collaboration with administration or other campus units. Presenters will describe faculty-led centers at three different northern California universities. Additionally, this interactive session models several active learning tasks appropriate for undergraduate and graduate courses, as well as faculty development workshops.</td>
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<td>Dunwoody A</td>
<td>Prove it! Evidencing High Quality Development Needs, Outcomes and Impact</td>
<td>Shelda Debowski</td>
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<td>The academic development context has become more volatile, with less surety about funding and sponsorship of key initiatives or innovations. It is increasingly necessary to build powerful cases to support investment in substantial initiatives, and to garner the resources (including staffing) required to undertake those programs or projects. This workshop offers guidance on how to build a case for an emerging need, evaluate the outcomes and impact of initiatives, and present that evidence in a way that will ensure it continues to be justified and sponsored. Areas to be explored include needs analysis, stakeholder consultation, program evaluation, and impact assessment.</td>
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<td>Dunwoody B</td>
<td>Becoming Educational Developers - Weaving Identities</td>
<td>Pam Parker, Carole Davis, Carolyn Hoessler, Cynthia Korpan, Celia Popovic, Fiona Smart, Denise Stockley, Mandy Frake-Mistak</td>
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<td>Educational developers require a range of knowledge and skills to enable them to work with colleagues to enhance teaching and learning activities. However, being able to clearly outline what knowledge and skills are needed has been problematic and has led to a paucity of programmes to prepare people for these roles. An international group of educational developers collaborated in designing a UK-Canadian pilot online programme for those who were considering or new to educational development. The panellists will interweave the perspectives of creators, tutors, and participant feedback about the online programme, and lessons learnt from the first offering.</td>
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Dunwoody C  Is Academic Development Ready for Academic Analytics?
Brad Wuetherick

Academic analytics have become increasingly important as universities grapple with challenges of student success (Campbell, DeBlois, and Oblinger, 2007). This workshop will briefly outline the process used for initiating an institutional academic analytics project at Dalhousie University. This workshop will use cases to engage the workshop participants in key conversations around: the ethical use of analytics data, and using analytics data to inform both individual course redesign and program level curriculum renewal. Finally, the workshop will end by exploring strategies to ensure the readiness of academic developers who might be tasked with supporting the use of academic analytics.

Gardenia  Teaching Portfolios – for Career and Development
Katarina Winka

Teaching portfolios are often used as instruments to select among candidates for academic positions and teaching awards. Despite the increasing use of teaching portfolios, there are still questions raised regarding the validity of this method of documenting teaching achievements. In this workshop I invite the participants to try a step-wise method developed for connecting the teaching philosophy with concrete examples and authentic teaching materials (evidence) in the portfolio. The aim is to create teaching portfolios that are robust and authentic representations of the teacher’s skills. The participants will experience the stepwise model and learn about the rationale for each step.

Maplewood A  Reflective Teaching for Integrative Learning
Imad, Jenna Wild

How does your academic and personal background affect the ways that you plan and teach your class or interact with students? Evidence shows that those being educated and working in a diverse environment are more likely to be intellectually flexible and creative, make meaningful contributions to their community, be an effective team player, and be successful leaders. Inclusive Teaching means teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn. This session will examine the benefits and challenges of diversity and reflect on why some students may be excluded from the learning experience. We will discuss implicit bias and stereotype threat and offer practical strategies for making the classroom more equitable and inclusive.

Maplewood B  Creating and Maintaining Regional Consortia for Professional Development
Diana Ashe, Martha Diede, Douglas James

The benefits of higher education associations are well documented in both the literature (Blessinger and Cozza, 2016; Bletz and Dotolo, 2016) and our own experiences. Representing a long-standing regional consortium of 17 public institutions, we discuss and strategize how to translate international best practices in educational development into more local contexts given diverse political, financial, and organizational challenges. Our consortium reorganized in 2014 with new governing documents and meets twice in person and twice online each year. Participants will consider elements like charters, membership, scheduling, goals, purpose, etc., leaving with an action plan to guide post-conference activities.
Gender Effects within PBL
Dr. Stefan Braun

The workshop is a further discussion and conclusion of a research project on implementing problem-based learning (PBL) as a teaching method for higher education at the Baden-Wuerttemberg Cooperative State University (DHBW)/Germany. The project investigates the impact of sustainable learning amongst the participating students by self-estimation over a period of three years through an experimental intervention design. The major findings show the deep and different impact of PBL towards women and men.

From Workshops to Webinars to Podcasts: Reaching Difficult to Reach Faculty
Rosemary Tyrrell

Finding the best time to hold faculty development programs is challenging. When working with busy practitioner faculty, it is next to impossible. Daytime programs ask faculty to give up income from other jobs while evening and weekend programs ask faculty to give up precious time with their families. Either one is a big ask. In this session, we will explore lessons learned from one institution’s efforts to meet the needs of clinically based faculty by increasing the availability of faculty development offerings.

Critical Pedagogues of Color: Closing Opportunity Gaps through Mission-Minded Teaching
James E. Ford

Teachers are operating in a radically different social context than past generations. The demographics are changing rapidly with students of color and low-wealth populations constituting the majority of traditional public school enrollment. Additionally, even as access to educational opportunity is unequally distributed, it is a significant factor in determining the life chances of students. Racial inequities persist for students of color at every facet of their educational experience. Teachers cannot solve all the problems created by system inequality, but teachers of color specifically must adopt different approaches to teaching and learning that interrogate the social structures that produces these outcomes.

Student Success: Developing An Intervention for Coping Stress Among Chinese International Students
Qing Xia

Chinese international students face many challenges in study and life in U.S. higher education institutions. Using Michigan State University as a research site, we found student behaviors may be subject to a subculture that remains unfamiliar to college administrators and faculty. To address these challenges, this study aims to develop an intervention after a clear portrait of various stresses faced by Chinese international students. The implication is to present a model for educational developers designing programs to prepare and educate their faculty and administrators about international students.
**Reimagining Inclusion: A Six Point Model for Inclusive Teaching Excellence and Capacity Building**
*Tam’ra-Kay Francis, Taimi Olsen*

As students become increasingly diverse, there is a push for faculty to continue to provide courses that engage all students. What is therefore needed is a framework that will (i) facilitate change in adoption of inclusive teaching practices in HE and (ii) promote institutional synergy and change. To this end, we propose an inclusive excellence framework that describes these inclusive practices as a way to improve student learning and enhance institutional capacity building. In this interactive session, participants will utilize this framework to develop strategies for cultivating sustainable faculty learning communities and institutional programs that promote the development of culturally responsive professional identities.

**Inclusive Pedagogy Grounded in Multiracial Feminist Theory**
*Celeste Atkins*

This session explores the work of a community college instructor who, based on her work as a doctoral student in Higher Education, sought to redefine and reshape her pedagogy. She shares her journey from a pedagogy based on “I hated that as a student; what can I do differently?” to implementing a broadly inclusive and learner-centered pedagogy based on empirical evidence, yet shaped by multiracial feminism and intersectionality. She also shares her struggles with the central feminist pedagogical concept of giving up power and her attempts to find commonality with her “radical activist” peers on social justice and education.

**Promoting Pedagogical Awareness: Reading Fiction for the Purpose of Inclusive Teaching and Learning**
*Maria Wennerström Wohrne, Johan Wickström*

Academic teaching is intertwined with ethical issues. We would like to discuss how literary fiction might raise questions of power and identification: Fiction eases dealing with ethically and emotionally problems. It also promotes changing perspectives and identifying with others. Fiction supports a deeper social understanding by including emotional dimensions. Furthermore it enhances transformative learning and self-reflection. Finally, the “complexity and variety revealed to us in literature” (Nussbaum, 1992) reflects the complex character of pedagogical situations that are hardly fully described by models frequently used within educational development. It has therefore the potential to counteract reductive theories by offering alternative approaches.

**Implementing and Supporting the Scholarship of Teaching and Learning (SoTL) in Chinese Higher Education**
*Li-ke Wang*

The paper were to identify the main challenges related to the implementation and support of SoTL, and to explore strategies to facilitate SoTL in deferent Chinese universities. We surveyed faculty and faculty developer to explore how SoTL operates within existing frameworks for promotion institutionally. The survey yielded findings based on responses related to institution types, resources available to support SoTL, and qualitative responses to questions on the role of SoTL in institutions. Based on the survey, 10 directors of teaching centers were interviewed to identify specific ways and strategies to implement and support SoTL.
Dunwoody A
Transferring Research Results into Intervention Actions in Teaching and Learning – Challenges and Methodological Questions for Academic Developers
Marianne Merkt

The German discussion about the challenge of transferring research results into intervention actions in teaching and learning arises from several funding lines of the German Ministry of Education and Research. Research designs often end with generating and presenting their results and leave the transfer question to practitioners. Academic Developers work as intermediators between research (results) and teaching and learning practitioners. This contribution looks at this intermediation task with a methodological perspective of research designs. Starting with Stokes quadrant model methodological questions referring to research aims, roles, intervention designs and outreach of Academic Developers will be discussed with the session participants.

Dunwoody B
Change as a Verb: On Creating Enabling Environments
Nicoline Herman

Professional learning of academics for the teaching function is inherently a change imperative, positioned within the ambit of institutional teaching and learning centres. Professional learning with a focus on the professionalization of lecturers and the teaching role would subsequently lead to quality student learning. Creating an enabling environment where the wellbeing of academics is apparent, would raise their level of intrinsic motivation and could be a wise step in the pursuit of reaching institutional goals. The role of academic developers in creating such environments is the focus of this presentation. Delegates will be involved in a change management, brainstorm process.

Dunwoody B
Helping Faculty Get Momentum: A Leadership Development Program for Associate Professors
Eric Fournier

Associate Professors report low levels of job satisfaction and many experience what has been termed a “mid-career slump”. This paper presents information about a unique faculty development program designed especially for mid-career faculty. The Center for Teaching, Learning, and Scholarship worked with author and executive coach Jason Womack to modify his Get Momentum program especially for higher ed faculty. Two distinct cohorts of faculty (n=38) completed this year-long program, and most have expressed high levels of satisfaction and some have reported transformative professional experiences as a result. The paper will share an overview of our program and discuss ways that elements of the program can be introduced at other colleges and universities.

Thursday June 7, 2018

Dunwoody B
Change and Stability – the Janusian Life of Academic Teachers
Torgny Roxå

Three academic disciplinary workgroups responsible for education were observed longitudinally with the purpose of exploring sociocultural aspects of change and stability within academic teachers’ life-worlds in times of disruption. Findings indicate a sincere and constructively critical attitude among those involved. But the workgroups struggle to widen their respective horizon and formulate wider purposes. They therefore appear conservative, more as a consequence of an overwhelming complexity in their life-world rather than as a consequence of a political enterprise. This session gives educational developers further insights in the dynamic relationship between change and stability through the voices and identities of academic teachers.
Transforming Student Success in STEM Through Departmental Transformation Teams
Christine Hartman, Sara Kacin, Andrew Feig, Karen Myhr, S. Asli Ozgun-Koca, Peter Hoffmann

The WSU-SSTEP Fellows Program supports faculty-initiated, department-based projects to advance institutional transformation through incorporation of innovative teaching approaches in STEM courses. Fellows commit to working as a team to implement student-centered, evidence-based teaching methods with support from an instructional designer and participate in an interdisciplinary learning community to engage with peers and campus leaders of educational innovation. Session participants will explore our model for institutional change and reflect on ideas for engaging diverse teams including faculty, postdoctoral fellows, and graduate students in undergraduate STEM education transformation efforts on their own campus. This work is supported by a grant from the NSF.

The Research on University Administrative Staff Professional Development
Wenjie Xu

Administrative staff in universities shoulder the important task of management and service, which is the indispensable role in the operation of universities. However, their professional development has not been realized fully, and their self-actualization needs could not be satisfied. For the administrative staffs professional development, colleges and universities should meet the basic life needs and security needs of administrative teachers by creating comfortable environment and improving their welfare, should meet their social needs by creating opportunities for them to exchange and study, should achieve the highest level of needs by setting a platform and encouraging administrative teachers to upgrade themselves.

Serial Engagement: Leveraging the Workshop Series to Drive Institutional Change
Diane Boyd, Lindsay Doukopoulos

Accountability concerns in higher education provide a timely imperative for educational developers to articulate our centrality to institutional change (Stefani, 2010; Schroeder, 2012). Aligning our contributions with institutional strategic plans in a series of interactions of varying modalities (face-to-face, online) provides the necessary leverage to empower instructional and administrative colleagues and demonstrate positive outcomes. In this pre-conference workshop participants will analyze a case study and apply the backward design process to sketch a workshop series designed to support institutional change, including plans for collecting, analyzing, and disseminating data related to their work (Fink, 2005; Beach et.al, 2016).

Reclaiming the Power of Consultations for Institutional Change
Adriana Streifer, Dorothe Bach

Originally, academic developers conceived of consultations in a humanistic mode of inquiry – a process that allows for the desires, experiences, and perspectives of the individual to drive their teaching development in the service of educational reform. In practice and in research, consultations often shrink in scope to troubleshooting and strategizing. How can academic developers reclaim consultations as tools for educational transformation? This sessions invites participants to envision new pathways for unleashing the power of consultations in the service of higher education reform. Conversations with faculty, consultants, and students offer evidence that a philosophical re-orientation of consultations is necessary and timely.
Dunwoody C

What is it with Education that Make Many Critics Leave their Role as an Informed Researcher and Argue on the Basis of Personal Opinions?

Roy Andersson, Oddfrid Førland

In this paper, we have analyzed a nationwide debate following the introduction of an individual merit system for educational development. When reforms are aimed towards research, even the toughest discussions can most often be resolved when arguments are backed by evidence. Not surprisingly, as this goes hand in hand with the language and mindset of the receivers in the research community. But, when it comes to reforms about educational development, the picture looks quite different. Here, evidence is not enough. Suddenly large parts of the research community behave in an unscholarly way, basing their arguments on personal opinions about teaching backed by what otherwise would be dismissed as anecdotal evidence.

Gardenia

Ours and theirs: Transferability and Ownership in Transnational Staff Development

Sally Alsford

Global expansion of HE presents enticing market opportunities to Universities and ‘transnational’ provision of education is growing rapidly (HEGlobal 2016). The drive for professionalism and teaching excellence must inform our international strategies (O’Mahony 2014), and is seen in recent expansion of CPD provision to include transnational partners. Our research focuses on experiences and voices of staff at international partner institutions who are part of our online blended Postgraduate Certificate in HE. Research outcomes which will be presented raise and illustrate issues in international partnerships and staff development including: ‘cultural’ differences and relevance, assumptions about professionalism and pedagogy, enhancement and ownership.

Gardenia

Traversing the Borders of Online Teaching and Learning: The Instructional Innovation Incubator (i3)Model

Michele Parker

Drawing from practices created to support global competitiveness and collaboration; the Instructional Innovation Incubator (i3) academy for online teaching was intentionally designed to cross pedagogical, geographical and institutional borders. In this interactive paper session, facilitators describe the i3 model, provide the results of a three-year pilot study designed to measure its effectiveness, engage participants in the evaluating the advantages and disadvantages of developing supra-institutional models of educational development; and challenge participants to consider how the i3 model might apply to on-line teaching and learning at their own campuses, systems, or states.

Gardenia

Learning through Collaboration: Towards Sustained North–South University Partnerships

Hanna Posti–Ahokas

Drawing on the experience of a Finland–Eritrea institutional capacity building project (Eritrea Learning for All 2015–2017), the paper discusses the conditions for building sustained partnerships between Universities under the existing development cooperation funding instruments. A qualitative content analysis of project documents, meeting minutes and participant feedback identified key lessons learnt for developing mutually meaningful, sustained partnerships. Through concrete examples, the presentation focuses on processes of building trustful, equal partnerships that genuinely contribute towards the strategic institutional priorities of partner institutions. The presented principles can be used as basis for planning, implementation and evaluation of higher education partnerships between the global North and the global South.
Gardenia

Ron Legon

The national Changing Landscape of Online Education (CHLOE) Survey of Chief Online Officers at 180 U.S. colleges and universities reveals patterns of online course development and ownership. This session explores where institutions place the primary responsibility for online course development, whether they rely on external providers or pay development stipends and other incentives to faculty, the extent of instructional design input they make available, whether they encourage synchronous and face-to-face meetings, and their course ownership practices. Attendees will gain a better understanding of the course development choices their institutions face and the pros and cons of each.

Maplewood A

Academic and Information Literacy for Architecture Students in Collaboration between Library and Faculty
Ika Jorum

How can library and faculty enable architecture students to develop academic and information literacy competencies? This paper presents a collaborative project between librarians and teachers that developed as a result of changes in spatial conditions and that aims to foster a line of progression for academic and information literacy competencies from Year 1 to Year 3 students. The learning activities that the students take part in during the workshops in the library give them opportunities to develop a metacognitive approach to learning and to develop skills that can be transferred to contexts where searching for, evaluating and using information is needed. The assessment of the students assignments indicates improvements regarding academic and information literacy skills.

Maplewood A

Educational Development Supports for Inquiry-Based Learning: A Case Study Exploration
Robin Mueller

The University of Calgary’s College for Discovery, Creativity, and Innovation has embraced inquiry-based learning as a flag-ship pedagogy, designing several courses that provide an inquiry “immersion” experience for students and instructors. Engaging in inquiry-based learning can feel risky, ambiguous, and stressful, so our instructional and educational development team has begun to pilot structures within the College’s courses to better support instructors and students. We will share the preliminary results of our research project investigating the implementation of course-embedded librarians and peer mentors as instructor and student supports in the context of inquiry-based learning courses.

Maplewood A

Academic Librarians’ Teacher Identity Development Through the Scholarship of Teaching and Learning: A Mixed Methods Study
Lauren Hays

Teaching is a primary responsibility of many academic librarians. However, despite the job duties, many academic librarians do not see themselves as teachers. To determine how participation in the Scholarship of Teaching and Learning (SoTL) impacted academic instruction librarians’ teacher identities the presenter conducted an explanatory sequential mixed methods study. Results from the quantitative survey demonstrated participation in SoTL did impact academic librarians’ teacher identities. The qualitative interviews added depth to the researcher’s understanding of the impact of involvement in SoTL by explaining the quantitative data. The researcher used the theoretical framework Communities of Practice to discuss the results.
Peer Facilitators / Teaching Assistants in Study Groups: Which Teaching Skills do they Need and how can they be Developed? Peer Facilitators / Teaching Assistants in Study Groups: Which Teaching Skills do they need and how can they be developed?
Annette Glathe, Tobias Blank

Which teaching skills do peer facilitators / teaching assistants need to effectively support the learning of students in study groups (supplemental instruction courses)? And how can these skills be developed? In a dissertation at Technische Universität Darmstadt, Germany (Glathe, 2017), a model of teaching skills for peer facilitators was developed. It contains aspects of teaching competence like scaffolding, explaining, dealing with diversity, structuring the course and self-reflection. Furthermore some recommendations are presented how to develop those skills. Based on this model and the recommendations, we discuss different perspectives on these questions from worldwide experience in Higher Education. Further development of the competence model and training concepts could be achieved.

Migrant Academics and Their Sense of Belongingness
Anesa Hosein, Namrata Rao

In today’s globalised world, migrant academics are commonplace. However, there is a still an expectation that migrant academics will arrive and seamlessly fit into the university machinery of teaching and research with often their needs and voices being inhibited. Seven migrant academics were interviewed about their feelings of belongingness with respect to teaching at their institutions. Migrant academics felt more belongingness when their teaching ethos aligned to that of the organisation. Universities, therefore, may need to look at promoting the migrant academic voice to help create a shared teaching ethos to ensure motivated migrant academic teaching staff.

Mentoring in Academe: How Women and Men Perceive Differently the Qualities and Characteristics of Their Mentoring Relationships.
Jane Fowler

The Coulter Faculty Commons at Western Carolina University developed a performance-based instrument to create a more equitable process for evaluating faculty developer candidates. Through a partnership with the department of Human Resource Management, the center developed an instrument in order to best ascertain candidate competency in the domains of work ethic, humility, integrity, and motivation. Center staff first learned of these principles in the book Hire on a W.H.I.M. by Garrett Miller, who will be joining the panel. The five panelists include the book’s author, the Faculty Commons Director, the Senior Educational Developer, the hired candidate, and an assistant professor.
Field-based Learning in Higher Education: Exploring the Benefits and Possibilities
Heather Fedesco, Drew Cavin, Regina Henares

Field-based learning in higher education is lacking both in practice at colleges and in research within the academic literature. This study aims to address these deficits by exploring the benefits of, and suggesting strategies for, executing field study in higher education. We surveyed college students enrolled in classes that had a field study component versus no field study component. We found that students in courses with a field study component reported higher levels of motivation than students with no field study component. We suggest nine different field study typologies that could be employed in higher education.

Centre Leaders Learning: Towards an Integrative and Integrated Educational Development Leadership?
Johan Geertsema, Roberto Di Napoli

We take a duoethnographic approach in order to study and interpret ourselves as sites of inquiry about leadership within the field of educational development. Our point of departure is a shared philosophical commitment to the importance of fostering an integrated approach to ‘academic practice’. Given the importance of institutional contexts, we will invite those in the audience to reflect on and relate their own experience of, and scholarly inquiry into, leadership of educational development. Our findings may be useful for other leaders in pushing forward current ways of understanding ‘leadership’ in the context of educational development and academic practice.

Integrating Industry Specific Training into Mainstream University Computer Science Curriculum: Case of SMU
Taurai Hungwe

This paper outlines the importance of integrating the industry-specific training (IST) into mainstream university Computer Science Curriculum (CSC), with special reference to the Sefako Makgatho Health Sciences University (SMU), South Africa. This integration involves mixing what is available in the CSC and useful aspects from industry. Such a practice of IST content could significantly improve the quality of the Computer Science (CS) graduate. It also instils some industrial expertise in academics and students. The direct contact of industry experts with students can be a selling point when the industry considers recruitment of employees because it incorporates early mentorship of students into the world of work. Some benefits of the proposed approach are value addition, cost saving, empowerment and bridging the gap between theoretical knowledge and industrial practices.

Exploring the Implications of Work-Integrated Learning for Mining Engineering Training in Traditional Research Universities; Case of South African Universities
Paul O Dipitso

The industry based experiences and development of work ready graduates have been a major source of debate for industry and universities. As a result, work- integrated learning emerged within the auspices of experiential learning theory as a potential means to address student job readiness and enhance employability. The purpose of this study is to explore what knowledge is embedded into curriculum to enhance work readiness for undergraduates in traditional research universities for their mining engineering bachelor degree programmes in South Africa.
Oakwood B  Conceptualizing Courses through Communicative Reflexivity; Lecturers’ Voices
Mary Omingo

Lecturers across three continents, redesigned their courses in a four-day workshop through the process of communicative reflexivity. The small group model; groups of four facilitated by two facilitators enabled them to articulate their courses in terms of conceptual designs such as cooking pots, bicycles, bridges and houses that reflect their lived experiences. Through intense engagement; reflecting and talking, with the facilitator and other participants, there was a big change in the way lecturers articulated their courses. Academic developers may want to explore the use of concept images in course redesign and how the process brings about curriculum and institutional change.

Oakwood B  A Concierge Approach to Faculty Consultation and Online Course Design
Bonnie Mullinix, David McCurry

Individualized approaches to online course design benefit faculty and programs in numerous ways. Introducing a “concierge” approach, this paper describes working principles and steps used to support course development. The general approach addresses inherent problems with instructional design processes, which often operate based on deficit and discrepancy models rather than a strengths approach. The concierge approach re-centers the course development process around faculty strengths and knowledge as complemented by the skills and knowledge of a partner instructional designer. To guide this interaction, the paper offers “10 Concierge Keys of Supporting Individualized Online Course Development”.

Oakwood B  Exploring the Use of Course Design Narratives to Enable Co-Design and Sense-Making in Organizational Change
Elizabeth Branigan

This paper explores how to develop narratives that engage teaching teams to co-create whole course design for higher education programs. Course design, wherein learning outcomes, learning activities and assessments are aligned across a program of study, has emerged as a key means of achieving both positive educational outcomes and effective quality management in higher education. However, encouraging, engaging and enabling academic staff to undertake this can be an effort fraught with issues of power, identity and instability. This presentation explores how narratives can be used effectively to energise and engage teaching teams in whole course design.

Oakwood B  Teaching and Learning in the Digital Age: Redesigning Assessment Strategies in Norwegian Higher Education
Robert Gray

In most courses in Norwegian universities, the classroom is primarily for information delivery, and the final examination is for information retrieval. Most research on student learning, however, recommends multiple points of formative and summative assessment. Therefore, the University of Bergen is implementing an initiative to help instructors redesign their courses to employ more authentic and educative assessment methods. The project aims to systematically redesign the assessment activities in over twenty courses. Key takeaways are insight into fundamental differences between higher education in America and Europe, efforts for institutional change and renewal, and awareness of innovative assessment practices and constructive alignment.
TiLTing Upward: Clarifying Assignments and Empowering Students
Denise Domizi, Marina Smitherman, Jesse Bishop, Rod McRae

Based on the Transparency in Learning and Teaching (TiLT) work of Mary-Ann Winkelmes from University of Nevada–Las Vegas, participants will practice how to make an assignment highly transparent by clearly defining its purpose, the specific tasks students will perform, and criteria for success. Facilitators will model this process by helping participants work through sample assignments to make them more transparent. Research shows that, with minimal training, faculty who make two course assignments transparent leads students to gains in academic confidence, sense of belonging, and mastery of those skills most valued by employers. Results are particularly strong with historically at-risk students.

Assessment of Teaching Portfolios
Thomas Olsson, Torgny Roxå

Teaching portfolios are qualitative documents commonly used when teachers present and analyse their actual teaching practice. In this workshop, we will explore and discuss assessment of teaching portfolios, and we will focus on the concrete assessment process. What should we look for in a teaching portfolio? What evidence do we need? Which are the main pitfalls? How can we teach others to perform assessments of high quality? Which are the main differences between experienced assessors and beginners? After the workshop, participants will have experienced the complexity of assessing teaching portfolios and the importance of scholarly assessment strategies.

Fostering Deeper Sessional/Adjunct Faculty Socialization through Transforming Programming
Mandy McGrew, Lindsay Bernhagen, Ann Coburn-Collins, Teresa Focarile

Sessional faculty make-up over half of the teaching force in American and Australian higher education and their numbers are increasing globally. Therefore, it is essential that educational developers think about and create programming for this population. This panel of developers with experience providing programming for sessional/adjunct/part-time faculty will share their understanding of adjunct faculty needs and the strategies they have used to provide programming and support to sessional faculty. Panelists will also share programming options that integrate sessional faculty into a culture of teaching and learning.
Gardenia

Leveling the Hiring Process—How a Teaching and Learning Center Can Create Greater Equity and Fit During Hire

Terry Pollard, Jeanine Irons, Martha Diede

The Coulter Faculty Commons at Western Carolina University developed a performance-based instrument to create a more equitable process for evaluating faculty developer candidates. Through a partnership with the department of Human Resource Management, the center developed an instrument in order to best ascertain candidate competency in the domains of work ethic, humility, integrity, and motivation. Center staff first learned of these principles in the book Hire on a W.H.I.M. by Garrett Miller, who will be joining the panel. The five panelists include the book’s author, the Faculty Commons Director, the Senior Educational Developer, the hired candidate, and an assistant professor.

Dunwoody C

Understanding and Changing Institutional Teaching Culture: Cultivating Effective Practices

Donna Ellis, Lori Goff, Erika Kustra

How do we know whether an institution values quality teaching? Nine Canadian teaching centre leaders have developed a set of Teaching Culture Perception Surveys to better understand the perceived teaching culture at our institutions (Kustra, et al, 2014). After providing a project overview, we will engage participants in exploring elements of our survey reports and a supplemental resource that identifies effective practices to affect institutional teaching culture. By the end of the session, participants will be able to articulate key cultural indicators and share effective practices that foster a culture that values teaching.

Maplewood A

Understanding and Fostering Faculty Change in Teaching

Jessie Moore, Torgny Roxå, Deandra Little, Kathryn Sutherland, David Green

Representing an international, multi-institutional research team, the panel presents a theoretical framework for understanding what prompts academic staff/faculty to change towards sustained use of pedagogies that make a meaningful difference in student learning and examines the role of academic developers in this work. Speakers share snapshots of research projects that test or illustrate the framework and then facilitate discussion about how the theory contributes to work on educational development’s role in institutional change around teaching.

Maplewood B

The Shape of Things to Come: A Brave New World?

Allyson Skene

Learning analytics promise rich sources of evidence to inform educational decision-making (e.g., HEC, 2016). New access to student data trails, combined with demographic information, help us to identify “at risk” students, “engage” them with customized learning experiences, fostering their “success”. This promise, however, comes with risks (Lawson et al, 2016; Wise & Shaffer, 2015). The pathway from statistical significance in learning analytics to significant learning (Fink, 2003) is not straightforward. This workshop will explore how big data intersects with significant learning. We will interrogate constructs such as “engagement”, “at risk”, and “success”, and unpack epistemological assumptions underlying learning analytics.
In the Netherlands, Utrecht University (UU) has a lot of experience with one of the first academic development programs on Leadership for Educational Change in Europe. The participants are senior academics, involved as (informal) leaders in innovation of teaching and learning. One of the positive effects of this program is a community of practice that benefits educational change. Let’s explore the possibilities of an international program for academic development on leadership for educational change. With as an important effect an international community of practice that benefits educational change. What are the secrets for this program to succeed?

How can we recognize, address, and empower the diversity in our learners’ voices, identities, and backgrounds in our classrooms? This session focuses on evidence-based practices from social psychological research that instructors can readily implement into their courses (see Harackiewicz & Priniski, 2018) such as re-appraising stress, increasing feelings of belonging, addressing implicit bias, and giving critical feedback, as well as large-scale field interventions that have been shown to help close gaps in belonging and achievement (Yeager & Walton, 2011). Participants will reflect on and brainstorm strategies to address student diversity and inclusivity in their own roles and institutional contexts.

**Thursday June 7, 2018**

**Oakwood A**

**Inclusive Educational Practices: Using Social Psychology to Address the Diversity of Learners in Our Classrooms**

*Crystal Tse*

How can we recognize, address, and empower the diversity in our learners’ voices, identities, and backgrounds in our classrooms? This session focuses on evidence-based practices from social psychological research that instructors can readily implement into their courses (see Harackiewicz & Priniski, 2018) such as re-appraising stress, increasing feelings of belonging, addressing implicit bias, and giving critical feedback, as well as large-scale field interventions that have been shown to help close gaps in belonging and achievement (Yeager & Walton, 2011). Participants will reflect on and brainstorm strategies to address student diversity and inclusivity in their own roles and institutional contexts.

**Oakwood B**

**An International Program for Academic Development on Leadership for Educational Change by a Community of Practice.**

*Mirjam Bastings, Riekje de Jong*

In the Netherlands, Utrecht University (UU) has a lot of experience with one of the first academic development programs on Leadership for Educational Change in Europe. The participants are senior academics, involved as (informal) leaders in innovation of teaching and learning. One of the positive effects of this program is a community of practice that benefits educational change. Let’s explore the possibilities of an international program for academic development on leadership for educational change. With as an important effect an international community of practice that benefits educational change. What are the secrets for this program to succeed?

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**3:30 pm - 3:45 pm**

**Academy HE Pre-function Area**

**Buses Depart from Hotel for Pre-function Area**

**Conference Banquet at the Georgia Aquarium**

(246 Ivan Allen Jr Blvd NW Atlanta, GA 30313)

**4:30 pm - 6:00 pm**

**The Georgia Aquarium**

**Reception and Access to Self-Guided Aquarium Tour**

**6:00 pm - 7:00 pm**

**Oceans Ballroom in the Georgia Aquarium**

**ICED 2018 Conference Banquet Dinner**
Thursday June 7, 2018

7:00 pm - 7:30 pm
Oceans Ballroom in the Georgia Aquarium
Presidential Address and Awards Ceremony

7:30 pm - 9:00 pm
Oceans Ballroom in the Georgia Aquarium
The ICED ICED Baby Karaoke-Dance Party

9:15 pm
From: 246 Ivan Allen Jr Blvd NW
To: 4355 Ashford Dunwoody Rd
Buses Depart from Georgia Aquarium back to the Hotel
8:00 am - 9:30 am: Workshops

**Dunwoody A**  
**Creating a Usable Educational Development Assessment Plan**  
**Tris Utschig**

Can we meaningfully assess educational development impact, yet avoid the time-intensive, challenging task of providing proof of improved student learning? Join us to develop a meaningful, usable assessment plan for your local educational development activities based on a new, comprehensive framework. We will address event, participation, and satisfaction data; build to evidence of faculty learning including intent to change and outcomes produced; and culminate with value we provide in creating a scholarly teaching community welcoming all voices. You will leave with an outline for a focused assessment plan specific to your context and feedback from colleagues about your plan.

**Dunwoody B**  
**Developing Educational Leaders**  
**Pam Parker, Susannah Quinsee**

It has been recognised by Stefani (2015) that educational leadership is an under researched area and yet this is an increasingly important skillset today in the UK with the introduction of the Teaching Excellence Framework (TEF). This workshop will offer findings from some ongoing research into what educational leadership is, what knowledge, skills and development are needed for this role, what challenges there are and, tips on how to make educational leadership positive. Participants will be able to reflect on and discuss their own experiences in light of this research.

**Dunwoody C**  
**Scenario Based Learning to Support Diversity and Inclusion**  
**Tahirah Walker, Charline Rowland**

With a strong focus on diversity, higher education leaders are emphasizing a need for increased self-awareness and ability to recognize and work with cultural differences, including in international settings (Martin & Vaughn, 2007). To fulfill this cultural competence outcome, we constructed several scenarios that focus on teaching, research and service from STEM, social sciences and business disciplines. Diversity and inclusion concepts are embedded in each scenario (Adams, Bell, Goodman & Joshi, 2016). In small groups, participants will engage in the scenarios along with reflective writing and discussion activities as they acquire the tools to prepare, implement and evaluate scenario-based learning.
A Customer Discovery Approach to Faculty and Staff Needs Assessment

The voices of the people served by educational developers combined with institutional vision should drive programming decisions. To illustrate this combination, a staff-serving office and a faculty-serving office jointly implemented a comprehensive needs assessment of employees at a small college. Burkett’s (2016) framework of a resilient learning organization guided the assessment, since it fit with the strategic and academic master plans. The framework, assessment model, activities, and key outcomes of this work are presented. This approach scales, and fits varied institutional contexts. By listening to diverse voices, opportunities were identified for quick wins and for long-range planning.

Academic Middle Manager’s Approaches to Management

In a previous study based on a questionnaire survey (Harboe, Rump, Hyldegaard, & Bruun 2016), we have used explorative factor analysis to identify three approaches to academic middle management among heads of study, and other academic leaders. The approaches were ‘management by walking about’, the ‘bureaucratic, strategic approach’, and ‘scholarship of academic management’. Approaches are contextual, so any one academic middle manager can use any approach based on the situation, but they may have individual preferences. In this paper, we explore the nature of these approaches in depth.
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<td>4</td>
<td>Assessing the Effectiveness of a College Teaching Certificate Program</td>
<td>Erin Dokter, Ingrid Novodvorsky</td>
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<td>Responding to the need for increased teaching development of graduate students, our institution offers a 10-credit graduate certificate program in college teaching, open to post-baccalaureates across disciplines. This poster presents preliminary results of a systematic, multi-year assessment of the program intended for improvement. Data from a subset of the over 170 graduates includes student work, feedback surveys from students and faculty, demographic and course data, and course evaluations. The logic model, rubrics, student surveys, and other instruments used to plan and implement the assessment will be shared to inform those at other institutions.</td>
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<td>5</td>
<td>Critical Components of International Faculty Development: A Case Study of a US-Japan Collaboration</td>
<td>Jennifer Valad</td>
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<td>We describe the critical components of a course on Teaching in English, designed as part of a four-year Global Faculty Development program held at an institution in the United States (Queens College) in collaboration with three institutions from Japan (Toyohashi University of Technology, Nagaoka University of Technology, and the National Institute of Technology (NIT: KOSEN)). The course focused on pedagogies for global classrooms, and we argue its success centered on the incorporation of a strong group dynamic (fostering feelings of belongingness for the faculty participants) and the use of structured content on pedagogical practices.</td>
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<td>6</td>
<td>Classroom Walk-Throughs’ as a Management Approach</td>
<td>Thomas Harboe, Camilla Østerberg Rump</td>
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<td>This paper examines the degree to which heads of studies apply observation of classroom teaching as a strategic tool to identify and monitor didactic quality and development. The empirical data falls into three categories. Firstly, two heads of studies have been interviewed (October 2017) in depth in order to gain an understanding of existing possibilities and challenges when heads of studies observe teaching. Secondly, 600 university -teachers have been surveyed (November 2017) in order to get an insight in how teachers perceives ‘classroom walk-throughs’ as a managerial tool. Furthermore, there is a plan to collect case material on how ‘classroom walk-throughs’ can take place (spring 2018), and the paper will therefore discuss the possibilities and challenges associated with different forms of walk-throughs.</td>
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<td>Cyber Weapons &amp; Internet Safety: Protecting our Children in the Digital World</td>
<td>Chris Lombardozzi</td>
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<td>Defining What Matters to Faculty: Aligning Programming by Assessing Needs</td>
<td>Cynthia Cogswell, Elli</td>
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<td>To fit our small, liberal arts campus context, our center created and</td>
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<td>evaluate faculty needs and interests in regard to teaching.</td>
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<td>Does a Rapid Prototyping Method Stimulate our Time-Pressured Teachers to</td>
<td>Delphine Wante</td>
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<td>Design Rich and Blended Learning Environments</td>
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<td>seemed to be support-intensive, time consuming and therefore poorly scalable.</td>
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<td>The ‘ABC curriculum design method’ based on research from University College</td>
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<td>London (Young &amp; Petrovic, 2016), meets with our concerns. The key of the</td>
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<td>approach is pace, engagement and collaboration. Focus interviews will be</td>
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<td>used to gain insight in the effect and the long-term results of teachers who</td>
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<td>followed the workshops at VIVES University college in order to optimize the</td>
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<td>10</td>
<td>Ethical Competence in Diversity and Equality</td>
<td>Ulrika Svalfors</td>
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Two values that teachers in higher education are obliged to promote amongst students in Europe are diversity and equality. Different theories and practices have emerged in response to this need to implement these values. All of these strategies aim at making the teaching practices more inclusive. This poster will present different discourses of inclusive teaching in higher education, and what kind of ethical competence they enable amongst students. The aim of the poster is to promote reflection on ethical competence in higher education. The conference participants will be invited to contribute by writing or drawing ideas on piece of papers.

| 11    | Expanding a SoTL Community of Practice via Librarian and Faculty Development Collaboration to Create a Dynamic SoTL Database | Amy Minix, Shannon Sipes |

This poster shares a novel implementation of communities of practice (CoP) theory in the form of a dynamic database created via a collaboration between faculty developers and librarians. The database functions much like other library databases, allowing users to search for SoTL work by their colleagues. In addition, the database provides open access to the materials when available. The goal of this database is to facilitate visibility of and access to SoTL work on campus. It is our hope that through this database we can create new connections across campus, expanding the SoTL CoP, and facilitating new collaborations.

| 12    | Expanding our Reach through an Innovative Curriculum Series | Frances Kalu |

The curriculum review process at the University of Calgary is a mandatory process with the goal of improving teaching and learning through a clear emphasis on articulating, aligning and assessing learning outcomes for specific programs of study. We provide consultative leadership to faculties undergoing the curriculum review process through consultations, resource development and invited presentations. To reach a wider audience, we developed an innovative curriculum workshop series, which also serves as a community of practice for faculties undergoing the curriculum review process. This poster describes the six individual components of the series, unpacking the expected outcomes and challenges faced.
Facilitating the Academic Developer’s Voice in a Faculty Led Model Toward Institutional Change.

Academic development units are often subjected to institutional changes for transformation and needs to be responsive to needs of the institution, academic staff and students. In a recent major restructuring process the AD unit was once again subject to change. In order to include the voice of the developers and academics in a faculty led model for academic development an inclusive consultative approach was followed which is in line with the organizational culture. This evident by behaviors congruent with ethics, trust, care, robust engagement, teamwork at leadership level, valuing of diversity and transformation.

Faculty as Student: Perceptions on the Blended/Hybrid Experience as a Teacher

What happens when faculty become the student in a blended/hybrid experience? Faculty experiencing a blended/hybrid course while developing a blended/hybrid course recounts to Knowles’ 2nd principle of andragogy, experience. In a review of the literature, there is a demonstrated need for faculty perceptions as students in their professional development and how this experience affects their practice. This project addresses the experience as the teacher for faculty, and the attitudes of faculty towards their development of blended/hybrid courses because of this experience. Study of faculty attitudes and their development of blended/hybrid courses based on the experience should inform professional development.

Faculty Development: Considering the Values and Needs of Part-Time and Tenured Faculty

The needs of both tenured and part-time teachers should be considered in faculty development. An online survey, assessing identification with teaching, motivations to teach, and needs, was completed by 78 tenured and 160 part-time teachers. The results demonstrated many similarities in motivations to teach, identification with teaching, and needs. Part-time teachers, often comprising most of the workforce, expressed greater needs for instruction and connectedness to their department, including appreciation for improving their teaching methods. These results suggest areas for improvement in faculty development to address the needs of both part-time and tenured faculty to increase the quality of student learning.
Faculty Near-Peer Mentoring Exchange for Early Career Faculty

This poster outlines the program design and researched benefits of a university-wide, group-based, near-peer faculty mentoring exchange. We facilitate peer leadership by early career faculty who have just succeeded at the steps incoming faculty face. Often overlooked, recently hired tenure stream and non-tenure stream faculty, alike, play a significant role in shaping university culture. Robust themes from six focus groups reveal interrelated benefits: connection, broadened university perspectives, safety and support, reciprocal mentoring, and shared experiences despite different disciplinary homes. Participants state that the group members' varied disciplines and experience levels are key features. They also note challenges and articulate solutions.

Higher Education Lecturer Role Identity (Efficacy) in the Face of Changing Institutions and Implications for Professional Development at Institutions in South Africa.

Higher education has been characterized by change in the past decades. In South Africa, increased access to higher education after independence in 1994 has had effects on academics’ role identification. This study aims to examine the extent to which professional development programmes at two South African Universities promote lecturer role efficacy in the face of changing institutions. Guided by Bandura’s self-efficacy theory, this qualitative case study will collect data from academics and professional development practitioners through interviews and questionnaires. Findings will provide insights on how academic staff development programmes can include development of professional efficacy in the face of change.

Inclusion of Literacy Programme in Teacher Education Curriculum in Anglophone African Countries: The Synthetic Phonics Action Research in Nigeria

Learning English Language and using it to learn other subjects have been difficult and a barrier to the educational achievements and aspirations of students in Anglophone Africa. Nigeria has recorded low English literacy rate of 59.6% and high failure rates in State examinations. A literacy intervention project using synthetic phonics method, by the Nigerian government, across its States in collaboration with two UK based organizations has proved to be effective in increasing the literacy levels of Nigerian pupils. This paper describes this research and need to include the method in the curriculum of tertiary institutions in Anglophone Africa.
Interrogating the Role of Academic Developers in the Promotion of Scholarly Teaching and the Scholarship of Teaching and Learning

In this paper the researcher sought to examine the role of academic developers in universities in the promotion of scholarly teaching (ST) and scholarship of teaching and learning (SoTL). The concepts ST and SoTL are explained and their differences outlined. The researcher further discusses the significance of SoTL in the enhancement of teaching and learning in higher education. In the study the researcher also examines the role academic developers should play in ensuring the nurturing and development of SoTL. Possible hindrances and challenges in academic developers’ role in promoting SoTL are also evaluated and solutions suggested.

It Takes a Village: The Roles of Faculty, Staff, and Family in Student Transformation

Numerous opportunities for students to construct their own senses of self and relationships with the world are presented during a student’s undergraduate career. A variety of individuals, including faculty, staff, family, and friends, have the potential to facilitate these opportunities and play an important role in a student’s educational transformation. This project uses data from Centre College’s Honor Walk, a ceremony during which graduating students have the opportunity to honor one or two individuals who have played important roles in their undergraduate careers, to shed light on the relationships, interactions, and opportunities, from a student’s perspective, that transform their undergraduate experiences.

Lessons Learned from 30 Years Problem Based Learning as an Institutional Educational Concept

About 30 years ago, Stenden University of Applied Sciences (NL, Europe) introduced problem based learning (PBL) as a new institutional concept of education. Through semi-structured interviews 40 lecturers were asked to elaborate on earlier given answers (questionnaire). It shows that all lecturers view PBL as a method or tool to be used in groups of 12 students twice a week. For some of them PBL is also an educational concept based on social-constructivism. They mention various reasons why the principles of PBL are less visible while executing PBL. Some of these reasons are: the questionable quality of the PBL tasks, assessments that are inconsistent with PBL principles and the lack of sharing experiences and indebt dialogue about PBL in the team of tutors. Recommendations to keep the essence of a concept of education alive finalize the presentation.
23  Remedying Structural Alienation in Large Online Undergraduate Courses

In this presentation, the instructor of a large credit earning online course in a high ranking Canadian university and one of the teaching assistants of the course report how they conducted a critical action research project in order to fight back the constraints resulting from the online format of the course and the large number of the students (up to 700). The presenters highlight how profit oriented neoliberal business models, currently adopted by higher education, are oblivious to the pedagogical quality of large undergraduate online courses as long as there is enough enrollment.

24  Sage on a [Smaller] Stage: Didactic Teaching at an Elite Liberal Arts College

Compelling calls for reform in science education are decades old. Despite deeper understanding of how learning works, a majority of college science courses in the U.S. are still taught in didactic (passive) style. Our data suggest that the cocoon of a small liberal arts college is similarly slow to adopt more active teaching styles. Despite smaller course enrollments and an emphasis on teaching responsibilities, faculty at a small liberal arts college preferentially utilize didactic pedagogy. Faculty challenges, although different between large research institutions and small colleges, still result in limited adoption of high impact teaching practices. Faculty development at small colleges must pay attention to the situational factors in our unique ecosystems.

25  School Cultural Variables and Student Learning Outcomes in Ekiti State, Nigeria

The study investigated relationship between school cultural variables (teachers’ self-efficacy, academic optimism, culture of control) and students’ learning outcomes in Ekiti State, Nigeria. The descriptive survey type of research design was used for the study. The sample size consisted of 300 teachers. Questionnaire and Inventory were used to collect data. Two research questions were raised and six hypotheses were formulated. Significant relationship was observed between school cultural variables and students’ learning outcomes. It is recommended that government as a matter of policy should emphasize school culture in secondary schools. Keywords: School Culture, academic optimism, culture of control, teachers’ efficacy, students’ learning outcomes
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<td>26</td>
<td>Staff Participation in Vice Chancellor’s Teaching Excellence Awards: Why Develop Cold Feet?</td>
<td>Newman Wadesango</td>
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<td>This phenomenological study explored factors that hinder academic staff from being involved in activities related to teaching excellence in universities. The study adopted a qualitative research methodology. A sample of 30 academics was drawn from three institutions and data were collected using both closed and open ended questionnaires. ATLAS ti software was used to analyse data. Results showed that the respondents had various attitudes towards VC awards that hindered them from responding to calls for applications. Another reason was also the demands of coming up with a portfolio as well as the time it takes.</td>
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<td>Strategies and Implement Ways for a Teaching and Learning Center in Promoting Academic Development on Campus: The Case of CTLD of Shanghai Jiao Tong University, China</td>
<td>Li-ke Wang, name name, Wenting Xing, Zhujun Wang</td>
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<td>A Teaching and Learning Center can play an important role in academic development in Higher Education. As one of 30 National Model Centers in China, the Center for Teaching and Learning Development (CTLD), Shanghai Jiao Tong University (SJTU) was established in 2011. Based on empirical evidence, CTLD academic developers are promoting academic development through the following strategies and implement ways: (1) promoting new teaching ideas and innovation practice through various programs; (2) advancing a culture of teaching excellence; (3) facilitating scholarship of teaching and learning; (4) building an interactive professional learning community. Overall, the strategies are effectively facilitating the university academic development in different ways.</td>
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<td>28</td>
<td>Supporting Institutional Change through Leadership Development</td>
<td>Emily Smith</td>
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<td>Department chairs and other mid-level leaders hold crucial leadership positions in higher education. They ensure quality programs and are key players in leveraging cultural change at the student, department and institutional levels. However, chairs are typically ill-prepared for these complex challenges, and their development is too often left to chance. This session takes up this call by culling insights about effective chair development from our leadership development efforts and the chair development literature. We tease out features and dilemmas of effective leadership development for mid-level leaders in hopes of contributing to a shared body of knowledge.</td>
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<td>29</td>
<td>Supporting Systemic Change Through Critical Reflection in Higher Education in Kenya</td>
<td>Patrick Kigunda, Mary Omingo</td>
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<td>Higher Education in Kenya faces numerous challenges. Here, Universities have proliferated from one in 1970 to 73 in 2017. Such an increase raises pedagogical quality concerns. The Association for Faculty Enrichment in Learning and Teaching endeavours to nurture deeply reflective and transformative student learning experiences. Here we explore how the use of critical reflections facilitated 12 AFELT members learning during a two-week online curriculum design course. Through the reflection process participants examined and challenged their implicit beliefs and values about their teaching. We used content analysis to investigate member’s reflections. For systemic change in higher education, faculty need to become reflective practitioners.</td>
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<td>Tandems for Educational Development: A Novel Approach to Accelerate Conceptual Change in KIT’s Faculties</td>
<td>Katrin Hess, Katrin Klink</td>
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<td>The voices of the people served by educational developers combined with institutional vision should drive programming decisions. To illustrate this combination, a staff-serving office and a faculty-serving office jointly implemented a comprehensive needs assessment of employees at a small college. Burkett’s (2016) framework of a resilient learning organization guided the assessment, since it fit with the strategic and academic master plans. The framework, assessment model, activities, and key outcomes of this work are presented. This approach scales, and fits varied institutional contexts. By listening to diverse voices, opportunities were identified for quick wins and for long-range planning.</td>
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<td>The Concept of Faculty Development Reconsidered: Addressing Boyer’s Four Scholarships</td>
<td>Hiroaki Sato</td>
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<td>Osaka University has just started programs for newly hired teachers based on the new concept since 2017. Faculty development programs traditionally have covered mainly teaching and learning. However, society needs us more holistic approach for it. This programs cover four functions of faculty: education, research, social engagement and leadership. These are addressing the four scholarships by Boyer (1997). For offering these contents, the teaching and learning support center is trying to make new connection with other organizations within institutions. It is now time to reconsider the concept and approach of faculty development.</td>
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The Opinions of University Teachers to the Goals and Role of Feedback Given by Students Towards their Professional Development and Expectations for Improving the Feedback System

Collecting feedback on the organization and content of teaching creates a base for university teachers’ development. The aim of this study was to describe the university teachers’ opinions to the feedback given by students and its’ meaning in their professional development. 20 university teachers were interviewed and the data were analyzed using qualitative thematic analysis. The results point that on the one hand feedback is seen as a chance for professional development and on the other hand, it is considered to be a means of external control which can lead to decisions about human resources within the department.

Trial FD Workshop for Improving College Teacher Pedagogical Techniques

University faculty members have accumulated and reinforced their own teaching methods based on educational experiences from their university lessons because they have no experience with teacher training courses at university. Therefore, their techniques depend to a great degree on personal experience. To resolve these difficulties, the authors attempt to arrange a practical FD workshop at which a seminar lecturer of a private company conducts a self-development seminar for students of our college, with faculty members observing the seminar. After the workshop, seminar lecturers and faculty members discussed “What you were intending to do” and the impressions of faculty members’ observations.

Using Story to Reflect on Our Identities as Educational Developers

As educational developers, telling stories is central to our role as change agents. We tell our stories through personal contact, websites, social media, annual reports, assessment, consultations, teaching, research and many other artifacts. We use story and personal narrative to discuss events, keep traditions alive, relate information, share inspiration, persuade and many more reasons. Story is one of the most powerful ways to teach and engage. This poster session will challenge educational developers to consider and analyze how their core stories can be used to help give voice to our work, define our identity and position ourselves within our institutions.
Virtual & Augmented Reality: Preparing Students for a Clinical Practice Experience

The poster describes a teaching/research project that has created a 360-degree video of an actual operating room (OR) with staff simulating an active surgical procedure. Prior to attending clinical placement in OR the student is able to view the resource with the use of a Virtual Reality (VR) headset and be immersed in the OR environment. Throughout the video, staff in the OR describe their role and what is expected of the student during that clinical placement. The purpose is to allow the student time and opportunity to prepare for the OR setting prior to being there in real life. This delivers an immersive experience in a safe, repeatable and consistent manner.

When Results of Teaching Evaluation do not Mirror the Students' Voice: Practical Guidance from the University of Teacher Education Vaud in Switzerland

At the University of Teacher Education Vaud, Switzerland, the quality of teaching is assessed by selecting a sample of modules every semester and inviting all enrolled students to evaluate them by completing an online questionnaire. Based on these data, the direction asks that an annual result is computed for the whole institution. How to calculate this overall score, so that it accurately mirrors the students' voice? Viewing student ratings as data rather than as evaluations, we point out that the chosen statistical model underlying the calculations has considerable influence on the results and thereby on the actions to be taken.

Who am I? The Identity Crisis of a Researching Academic Developer

According to social identity theory, academic developers experience role conflict. This struggle stems from responsibilities that fall into various professional categories. An academic developer is both staff and faculty; both developer and researcher. These differing identities often have contradictory purposes, leaving the academic developer conflicted. In this poster session, two researching academic developers explore the challenges and benefits of this identity crisis.
Evaluating Emerging Scholars of Teaching and Learning
Yngve Troye Nordkvelle

Academic development (AD) programs in Norway have inadequate traditions for measuring the effects of their activities. This paper will report from a small AD-program, based on a long-term collaboration between three higher education institutions in a predominantly rural area in the centre of Norway. Based on longitudinal data and assessment data from recent years, the paper explores how teachers graduating from the program express changes in how they teach, supervise and assess student work. One finding is that graduates develop a vocabulary for teaching and learning which makes them able to elevate and refine discussions and dare to change their ways of teaching.

The Process for Developing an Instrument for Education Research: An Example of the Technology-Enabled Active Learning Inventory (TEAL)
Josephine M Csete, Ronnie Shroff, Fridolin Ting

Valid and reliable measurement is the cornerstone of scholarly research. Yet educational research involves humans as subjects and often is attempting to collect evidence of change after very short exposures is challenged to demonstrate the veracity of findings. This paper will briefly identify the common challenges professional developers face when working with discipline experts on teaching and learning studies. It will then link these challenges to the “big issues” for all forms of research, before presenting the main focus which is the process and key methodological stages for creating a valid and reliable instrument for educational research.

How Do You Design for Active Learning in an Online, Self-Paced Course?
Inger-Marie Falgren Christensen, Christopher Kjær, Pernille Stenkil Hansen

Today there is a gap between the enthusiasm for educational technology at management, government and industry level and the actual use of educational technology in HE. Flexible, professional development is needed to support teachers in acquiring the knowledge, skills and competences needed to bridge this gap and secure successful implementation. In this presentation, we will share a learning design for an online, self-paced course for teachers. We will account for the theoretical underpinnings, present evaluation results and discuss the potentials and challenges of online, self-paced courses.

Supporting Collaborative SoTL Learning Communities: Faculty Voices
Claudia A Cornejo Happel, Xiaomei Song

Faculty Learning Communities (FLC) encouraging SoTL research are offered at many teaching centers, but limited research examines faculty perspectives on SoTL collaboration and perceived effectiveness of FLCs. Using a mixed-methods research design our team investigated facilitators and barriers of SoTL engagement and collaboration and the impact of collaborative SoTL research on faculty teaching, scholarship, and community involvement. The study provides insights for enhancing institutional SoTL programming changes and understanding faculty motivations for engaging in SoTL. Presenters will discuss differentiated support for faculty engagement with SoTL and ideas for assessing and addressing SoTL needs with session attendees.
What Does ‘Student Voice’ Mean to Students and Does Anyone Listen to it?

George Mindano

‘Student voice’ continues to play an increasingly prominent role in higher education policy and debate. However, although ‘student voice’ has become crucial in contemporary higher education, this qualitative study answers important questions missing in literature. These include: what student voice means to the wider student body, what motivates them to express their voice, if they think they have a voice and if anyone listens to it. The paper will explore findings from a research project in which I draw upon data from focus group discussions with students and interviews with academic staff and senior academic leaders from four UK universities.

Effect of Computer-Supported Collaborative Teaching Strategy on Academic Achievement and Retention of Senior Secondary School Students in Biology in Imo, Nigeria

Gertrude Ezekoka, Lucia Agomuo

This study adopted a quasi experimental design. Four research questions and four hypotheses guided the study. A sample of 87 SSII biology students was drawn from two coeducational secondary schools in Owerri of Imo State. Two instruments namely the Biology Achievement Test and Biology Retention Test were used. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using ANCOVA at 0.05 level of significance. The findings showed that CSCTS is effective in the improvement of students’ academic achievement in Biology, improves student’s retention, and gender has not effect on the use of CSCTS.

Curriculum Design in Afghanistan

Dr. Stefan Braun

The Academic Mining Education in Afghanistan (AMEA) project (2014 to 2017) supports the training of highly qualified specialists and managerial staff in the Afghan mining industry. In order to use the potential of the mining industry for the country as a whole, the training of specialists, especially university teachers, in this area needs improvement. The objective of the project is therefore to modernise academic mining education in Afghanistan and to adapt it to the requirements of the market. This presentation will show the experiences made within this project by facilitating the processes of curriculum design in five cases over a duration of 2 years.

Student Course Representatives: Voice and Power

Jennie Winter

The democratisation of HE has transformed the way that students and universities interrelate, characterised by a re-distribution of power and new ways of working and learning together. As part of this development, the role of Course Representative (CR) is increasingly viewed as an agent for the student voice across the sector. However, there is an emerging critique which challenges assumptions that representation is inherently ‘good’ and calls for deeper, critical examination of the CR role. This paper presents empirical work which explores how voice and power play out in the experiences of CRs at a modern university in the UK.
Educated Voices – Utilizing Pedagogically Trained Teachers in Universities
Matti Lappalainen

In the session the ways how the participants of professional development courses are and could be utilized in universities for personal and for organizational purposes after the courses are tackled. The participants of the same course share the same experiences and have had significant conversations during and after courses. They have “educated voices”. How could these voices be heard in changing universities? First the results of a national survey to universities are presented. Also the utilization ideas of participants after two long-lasting development programme are described. After that the participants of the session have an opportunity to share their own experiences and ideas as well as elaborate new ones.

Teaching and Learning Centres and Their Institutional Identity
Erica Jung

Teaching and Learning Centres have evolved from their original focus on instructional skills to a more fulsome institutional identity as agents of change managing initiatives around issues of teaching and learning. The power of the TLCs comes from the knowledge and skills of the professional staff and the neutral positioning of TLCs outside of Administration and Faculties. They are not simply the support for the professoriate nor solely the mouthpiece for the Senior Administration’s agenda. This intersection is where TLCs find themselves situated as we take on the broader mission of teaching and learning.

Teaching Teachers for Creative Teaching: The Role of Teaching Centers in Higher Education
Susana Gonçalves

This paper addresses the activities and rationale behind the creation of CINEP, the teaching center of the Polytechnic of Coimbra, Portugal. The ultimate goal of this center is to promote innovation, quality and excellence in higher education. The idea goes back to 2007 and has evolved from a very structured and formal project to a more unconventional, innovative and creative plan of actions. Current activities (training, publications, production of pedagogical resources and activities supporting communities of practice) will be described and its rationale underlined. The project is informed by and connected to the recent literature and research on SOTL.

Appraisal of Academic Writing Hideaway Platforms: Giving Voice to Heirs
Mosimaneotsile Madoc Mohlake, Taurai Hungwe, Dikeledi Thipe

Many academics in the South African higher learning institutions (HLIs) do not reflect an inclination towards embarking in research; more especially among historically black universities (HBU) whose faculty are predominantly African heirs of oral culture (also known as orature), to whom writing is not yet second nature. Sefako Makgatho Health Sciences University (SMU) in South Africa is one university with a low production of research but of late has valiantly embarked on a project to establish an academic support monograph aimed at improving the learning and teaching scholarship. This study presents voiced experiences of the participants of the workshops that took place for the writing of the envisaged SMU monograph.
Dunwoody C  Peer Review Professional Development of Academic Teaching Staff in the Netherlands: Setting a Benchmark for Further Improvement  
Jaap Mulder, Riekje de Jong

Over 75% of teaching staff at 14 research universities (most are top -200 universities) meets the requirements for the mutually recognized University Teaching Qualification (UTQ). This calls for a new step. In 2016-2017 a peer review procedure was introduced to improve the quality of the UTQ, Continuous Professional Development and Leaderships Programmes. Stakeholders (students, lecturers, deans of education, programme directors, HR experts- and educational developers) discussed the above at four conferences, which were organized and hosted by a cluster of three or four universities. The aim of this nationwide peer review is to set a new benchmark: results, recommendations for universities, main trends, good practices and recommendations for future development.

Dunwoody C  The Role of Academic Developers in the Process of Peer Review of Teaching  
Anu Sarv, Mari Karm

The value of peer review process is guaranteed by the participation of the academic developer (Bell & Cooper,2013). However, some authors (Yiend, Weller & Kinchin,2014) argue that academic developers do not have enough field-knowledge to support the development of the university teacher. As academic developers act on the margins, they have to constantly conceptualize their role in different situations (Green & Little,2013; Handal,2008). The survey investigates how academic developers perceive their role in the process of peer review and how it is perceived by university teachers in the same process. The research data is based on observation log notes and interviews. The results show that academic developers and teachers both perceived the transformation of their roles during the peer review process as the result of the conscious contribution of the developer.

Dunwoody C  Using the Critical Friends’ Approach and the Metacognitive Approach in Faculty Development Initiatives for Teaching in Higher Education  
Mervin Chisholm

The critical friends’ approach to faculty development for teaching in university and college settings calls for engagement in personal reflective practice and the use of peer review to look at ones pedagogical skills. In the metacognitive approach, a must think about ones learning. A critical friend is seen as a trusted colleague who asks provocative questions and pushes the teacher/learner to look in analytical ways at personal teaching skills. This paper looks at how this approach can inform activities for pedagogical development.

Dunwoody C  From Faculty Good Practices to Needs for Educational Development: a Qualitative and Latent Class Analysis in Seven Italian Universities  
Anna Serbati, Ettore Felisatti, Debora Aquario, Omar Paccagnella, Lorenza Da Re

The paper presents the results emerged from a survey completed by university teachers belonging to 7 Italian universities. A total of 4289 academics answered three open–ended questions about: innovative practices developed in teaching; critical aspects; needs for improvement. Answers were analyzed using content analysis. A total of 5130 codes (innovative teaching practices), 3812 (critical aspects) and 3136 (support) were created. A latent class analysis was performed on this data to create distinct group profiles according to different combinations of teaching aspects reported in the answers. The paper discusses emerging elements to inform staff development processes.
Why the Guiding Coalition Can be the Catalyst for Organizational Culture Change

Dina Battaglia

The Proposed Model for Center Success (2016), which is based upon aspects of various leadership theories, provides a systematic approach for campus-wide teaching and learning culture and organizational change. The primary focus of this session is learning how to “get the right people on the bus” when building a guiding coalition (stage three of the model). Facilitating the guiding coalition’s identification of its “why’s” (Sinek, 2009) allows faculty to find their individual and collective voices. These individual and collective faculty voices from disciplines across campus will prove to be the catalyst for organizational change. Participants in this session will discuss the building of a guiding coalition at their home institution with prompts to also help them find their “why.”

Democratisation of Education Using School Governing Board Members in Zambia: Voices from School Governors

Eunifridah Simuyaba

The intent of the study was to establish whether or not school governing bodies enable or disable democracy at a secondary school level in Zambia. A qualitative research design was adopted to unearth the practices of school governing board members. The findings of this study revealed that while the democratic practices were noted in schools, the issues of participation and leadership practices are on the other hand failing to have a significant impact on democratic practice in schools. The paper concludes by advocating for improved institutional and school-based democratic leadership practices that are in line with systemic policies.

How Can a Top-Down Initiative Support Change and Development Bottom-Up? The Case of Norwegian Centres for Excellence in Education

Oddfrid Førland, Helen Bråten

In this paper we discuss how national excellence initiatives with a top-down approach can generate bottom-up change and enhancement at the local, institutional and sectoral level. By studying the national initiative Norwegian Centres for Excellence in Education and bioCEED – Centre for Excellence in Biology Education, we argue that the national programme have succeeded in driving institutional change from a local level. The paper discusses how national agencies can be a partner in development and create programmes to foster change from within with low fidelity governance approaches (Land and Gordon 2015) focusing on responsibility, and not accountability and control, and long-term developments.

Educational Ambassadorship: an Approach to Institutional Change

Klara Bolander Laksov

After the collapse of the previous academic development unit (ADU) at a large Swedish university, I was asked in 2015 to build up a new ADU. I inherited a generous budget and six academic developers. My goal was threefold: to build capacity to inspire and generate educational development; to establish communities of practice around teaching and learning at the departmental level; and to develop an institutional culture built on sharing and collaboration and in line with the scholarship of teaching and learning. In this presentation, I share what we did and the findings based on interviews with 24 participants.
Gamifying Faculty Development
Scott Phillips

This session will demonstrate how gamification can be used to motivate faculty to participate in teacher development activities. After incorporating gaming strategies and rewards including points, badges, and passports to workshops and teacher certification programs, participation at CTL events significantly increased. Additionally, the gamified system was so popular, other university organizations partnered with the CTL to offer programming. Before gamification, the CTL offered 19 workshops per semester in two series, and monthly event attendance averaged 25 participants. Currently, over 90 workshops are offered per semester in sixteen workshop series, and average attendance is over 300 participants per month.

The Role of Academic Developers in Embedding High-Impact Undergraduate Research and Inquiry in Mainstream Higher Education: Twenty Years’ Reflection
Mick Healey

This workshop focuses on the changing role of academic developers in supporting and influencing undergraduate research and inquiry (UGRI), a high-impact activity. We examine the levels at which academic developers can influence UGRI practices by distinguishing between staff and student practices; disciplinary and departmental practices and policies; institutional practices and policies; and national and international practices and policies. Drawing on our international experiences over the last 20 years, we discuss the widening of academic development practice and consider who the academic developers are, now and in the future, when it comes to UGRI in mainstream HE.

Brain-Based Coaching Strategies for Academic Leaders
Susan Robison

Department chairs often enter their positions with reluctance and little training. The interpersonal aspects of the job, e.g. annual reviews, performance evaluations, or other difficult conversations with faculty, can be especially challenging to the inexperienced chair. In this workshop, you will learn several powerful brain-based coaching skills to increase your skills and confidence for leadership that matters: transformational conversations that build institutional collegiality, civility, and engagement. During the workshop, you will practice skills in dyads and then shape a facilitator/volunteer demonstration of these skills. Participants will receive the curriculum of a one-year “Leaders as Coaches” program.

The Power of Phenomenology in Teaching and Learning
Mays Imad

Strong educational institutions foster the development of skills citizens need to innovate and produce tangible results, bolstering economies and sustaining progress. Do students care about self-transformation and acquiring contemplative skills or is their primary focus to become workforce competitive? This workshop will examine faculty perception of the purpose of higher education according to their students. Does their understanding align with their students?’ Workshop participants will explore concrete, evidence-informed strategies to (1) align what students expect from their education with what faculty think; (2) transform the classroom into a sanctuary where all students can explore life, the inner and the outer.
Contextual Educational Development: Leveraging Positionality to Build Trust Locally
David Green, Deandra Little

When consulting with academics and administrators, educational developers essentially act as purveyors of “second-hand knowledge.” Frequently, we encourage colleagues to implement strategies they have not experienced or discovered first-hand, which they may doubt or question. How do we engender trust such that our “cognitive authority” (Wilson, 1983) helps improve student learning or promote institutional change? In this workshop, we introduce a framework for understanding what components of our identities and power contribute to making us credible cognitive authorities, discuss how to demonstrate these in practice, and evaluate which aspects we might best highlight or tailor to our own local contexts.

“Reimagining the Place of Students in Educational Development”

Many educational developers have become champions of partnering with students. A 2016 special issue of the International Journal for Academic Development, for instance, featured emerging partnership practices and research from half a dozen countries. Taking this movement one step further, an influential publication from the UK’s Higher Education Academy – authored by prominent developers – contends that “engaging students and staff effectively as partners in learning and teaching is arguably one of the most important issues facing higher education in the 21st century” (Healey, Flint, and Harrington 2014, p. 7). In this interactive session, we will critically explore the purposes and practices of partnering with students in educational development. Many partnership initiatives insert a few students into an ongoing program or initiative. This approach often enriches the experiences of and outcomes for all involved, but does it go far enough to enact the values of partnership and to counter the consumerist forces shaping higher education? What if we reimagine the place of students in educational development? This session is an invitation for developers, reflecting on their own distinct contexts, to consider why and how students could be allies and agents in “the creation of conditions supportive of teaching and learning, in the broadest sense” (Leibowitz, 2014, p. 3).