



***INNOVATIONS IN
FACULTY
DEVELOPMENT
SYMPOSIUM***

Shippensburg University
Conference Center
Ezell, C J
June 3, 2014

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Planning Committee

- April Bailey, Associate Professor of Accounting and Management Information Systems
- Lynn Baynum, Center for Faculty Excellence in Scholarship and Teaching – Director, New Faculty Orientation Programs, and Associate Professor of Teacher Education
- CJ Ezell, WEDnetPA Partner, Office of Professional, Continuing, and Distance Education
- Debbie Gochenaur, Assistant Professor of Mathematics
- Amanda Olejarski, Assistant Professor of Political Science
- Christina Sax, Associate Provost and Dean of Academic Outreach and Innovation
- Ashley Seibert, Center for Faculty Excellence in Scholarship and Teaching – Director, Campus Support, and Assistant Professor of Psychology

Wireless Internet Information

Free wireless Internet access is available to conference participants. A login, password and directions will be provided to attendees upon check in. Guests will open a web browser and will be redirected to a registration page. From there, they will be required to click on the “guest” network access button. After accepting the user agreement and computer/network use policy, they will be directed to a page that will have a place for them to log in with a username and password.

Cell Phone Usage

Please show respect for the presenters and your fellow conference participants by practicing cell phone etiquette. Set your cell phones and other electronic devices to “Off” or “Silent” mode. Please stand well away from presentation rooms should you find it necessary to speak on your cell phone while presentations are in progress.

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Schedule Overview

8:00 – 8:45 am	Registration, Continental Breakfast, and Networking
8:30 – 8:45 am	Welcome and Overview
8:45 – 9:45 am	Opening Session
9:45 – 10:00 am	Break
10:00 – 11:00 am	Concurrent Presentations and Roundtable Discussions
11:00 – 11:15 am	Break
11:15 am – 12:15 pm	Concurrent Presentations and Roundtable Discussions
12:15 – 1:00 pm	Lunch and Networking
1:00 – 2:00 pm	Concurrent Presentations and Roundtable Discussions
2:00 – 2:15 pm	Break
2:15 – 3:15 pm	Concurrent Presentations and Roundtable Discussions
3:15 – 3:30 pm	Break
3:30 – 4:30 pm	Concurrent Presentations and Roundtable Discussions
4:30 pm	Symposium Adjourns

Schedule of Presentations and Roundtable Discussions

8:00 to 8:45 am Conference Center – 1 st Floor Reception Area
Registration, Continental Breakfast, and Networking

8:30 to 8:45 am Conference Center – Spinnaker Room
Welcome and Overview

8:45 to 9:45 am Conference Center – Spinnaker Room
Opening Session <i>Fostering Innovative Pedagogy across Campus</i> Oliver Dreon, Director, Center for Academic Excellence, Greg Szczyrbak, Learning Technologies Librarian, and Jeff Adams, Associate Provost for Academic Administration, Millersville University <p>In this session, the presenters will discuss a multi-faceted professional development approach to promoting innovative pedagogy across campus. Recognizing that the diverse needs of the campus community requires multiple approaches to build faculty capacity, Millersville University has structured complimentary professional development opportunities to meet faculty “where they are.” The session will outline each of the professional development activities and discuss how the structure and focus addresses different faculty needs. The activities include:</p> <ul style="list-style-type: none">• Camp IDEA, a week-long workshop which helps faculty develop proficiency with Innovative Digital Education and Assessment (IDEA) by using the institution’s learning management system and other instructional technology to support face-to-face, hybrid and online classes.• FlipU, a day-long workshop that outlines the technological and pedagogical implications of utilizing the flipped classroom model.• Digital Learning Studio, a technology tutoring facility which supports faculty and students in learning different software application.• Innovation Block Grants help individual faculty members or small teaching teams identify a need that can be met through the purchase of instructional technologies specialized to their content area or to receive support to incorporate innovative pedagogies in their classroom.• Professional Learning Communities, small faculty groups that provide a sustained examination of issues related to teaching and learning.• POP-Ins, informal peer-to-peer sessions that focus on selected technologies and give attendees the opportunity to share the expertise or learn from their colleagues.

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Learning Objectives:

As a result of attending this session, audience members will ...

- discuss different faculty professional development needs and the difficulty with a "one size fits all" approach.
- examine how different professional development structures can build capacity for targeted faculty populations.
- identify professional development activities that can promote campus innovation.

9:45 to 10:00 am

Conference Center – 1st Floor Reception Area

Break and Networking

10:00 to 11:00 am - Concurrent Sessions

Conference Center

Spinnaker
A

Concurrent Presentation 1:

Master Faculty: Transforming Faculty from Subject Matter Experts to College Professors

Theresa Moore, Professor, Daytona State College

Master Faculty is a three year professional development program for faculty who desire to continue improving teaching skills through innovation, experimentation and sharing. This presentation will focus on curriculum creation and development for college professors in a professional development program focused on teaching and learning skill development. It will be a reflection and assessment of the Master Faculty program over the past three years. The first year of the program is based on workshops, applied practice, and reflection. During year two, workshops are offered that entail active learning strategies and critical thinking applied. Most sessions offer opportunities for across-the-curriculum academic sharing along with presentations and feedback. In the third year, teams are formed to begin to master or further refine a specific area of interest such as online teaching and innovative instructional design techniques. One of the outcomes of the program is to give faculty the tools to transform their classrooms into imaginative places of learning and discovery. Learn tips for creating curriculum, how to avoid pitfalls as a facilitator, and how to take faculty from subject matter experts to effective college professors.

Learning Objectives:

As a result of attending this session, audience members will ...

- learn to teach professors the skills of becoming better teachers.
- take away ideas on topics for instructor workshops.
- learn from my experience and the things I found good/bad about participating and leading a faculty group.

<p>Spinnaker B</p>	<p>Concurrent Presentation 2: <i>Organizing and Delivering a Virtual Conference</i> Robert Hails, Distance Learning Coordinator, PA State System of Higher Education</p> <p>Going to a conference can easily cost a thousand dollars or more when factoring in the registration fees, travel, and lodging. Tight budgets mean even fewer opportunities for professional development. The Pennsylvania State System of Higher Education (PASSHE) decided to bring the conference to the participants. PASSHE has been offering a virtual conference to faculty and staff at its 14 universities for the past 5 years. Delivered online are 60 live, interactive hour-long sessions. Participants have the flexibility to be in their office, at home, on the beach, or anywhere there is Internet access. That same flexibility applies to presenters, who have been as far away as Nepal, Australia, India, and England. Unlike a typical face-to-face conference, a virtual conference has none of costs – no room and AV rentals, catering, nametags, packets, etc. The one cost is for captioning of each session. And that cost is covered by registration fees from non-PASSHE participants and sponsorships. Over the 5 years of the conference, it's grown from 8 sessions with 40 registrants to 60 sessions and well over 300 registrants. This session will detail the logistics involved in organizing a virtual conference and discuss lessons learned.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none">• understand the logistics involved in organizing a virtual conference.• learn the pros and cons of a virtual conference.• hear the lessons learned from 5 years of experience.• understand possible variations of the virtual conference concept.
<p>Reception Area</p>	<p>Concurrent Roundtable Discussion: <i>Developing Faculty Skills through Peer Coaching</i> James Bean, Professor of Psychology, Lock Haven University</p> <p>Peer coaching in its many forms is becoming more popular in education generally and gaining support in academia. In this roundtable discussants share their approaches to peer coaching with particular emphasis on recruiting peer coaches and facilitating faculty usage of these coaches. Discussants examine how coaches are selected and rewarded but also how the effects of coaching on faculty skill development can be measured and evaluated.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none">• learn how to identify and recruit peer coaches.• learn how their colleagues facilitate faculty participation in receiving peer coaching.• learn how peer coaches are recognized and rewarded for their work.• learn how to evaluate the effectiveness of peer coaching.

11:00 to 11:15 am Conference Center – 1 st Floor Reception Area
Break and Networking

11:15 am to 12:15 pm - Concurrent Sessions Conference Center	
Spinnaker A	<p>Concurrent Presentation 1: <i>In the Driver's Seat: Enabling Adjunct Faculty Leadership in Faculty Development Programming</i> Kimberley Donnelly, Interim Chair, Distance Learning and Faculty Development, College of Southern Maryland</p> <p>In 2007, the College of Southern Maryland (CSM) began a journey to transform professional development offerings for adjunct faculty by making it truly adjunct-driven. From humble beginnings as a tiny committee of permanent faculty meeting twice a year, the program has evolved into a rich array of Saturday events, pre-semester trainings, adjunct leadership opportunities, monthly dinner conversations, and more, with a new online component scheduled to launch in Fall 2014. This session highlights the key questions and issues CSM has encountered in this journey and focuses on how to put adjunct faculty in the driver's seat and help them to take ownership of their development program.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none">• explain how CSM's solutions might/might not fit their campus culture.• identify at least one next step their campus should take to increase adjunct faculty involvement.
Spinnaker B	<p>Concurrent Presentation 2: <i>Education Action Research in Higher Education as Faculty Professional Development</i> Bilita Mattes, Provost and Chief Academic Officer, Harrisburg University of Science and Technology</p> <p>This session is based on an applied, research project that focused on a different approach to faculty development that experimented with an integrated, holistic, personalized, and more informal approach to faculty development. The project engaged untenured faculty in a teaching institution of higher education, and from disciplines outside of Education, as adult learners in education action research and peer-led discussions focused on the professional development of their individual teaching practice and toward an active learning paradigm. The intent is to engage participants in discussion about this faculty development approach in order to potentially explore a similar approach at their own institutions. Be introduced to education action research and peer-led discussion as an approach to faculty</p>

	<p>development and toward an active learning paradigm for teaching and learning.</p> <p>As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none"> • engage in an exploratory discussion on this approach within their own institution. • discuss and identify challenges and solutions to this faculty development approach within their institution. • begin a dialogue to develop a potential network of faculty developers engaged with this approach to faculty development.
<p>Reception Area</p>	<p>Concurrent Roundtable Discussion: <i>Using an Interdisciplinary Committee to Support Faculty Development and Special Projects</i> Anne Marchant, Director, Center for Teaching and Learning, Shenandoah University</p> <p>An interdisciplinary committee organized under a common theme can be used as an umbrella to support a wide range of faculty development activities as well as to support teaching and learning. Creating a forum for faculty who don't normally meet to exchange ideas can result in very creative projects and generate tremendous positive energy. The inclusion of staff as well as faculty has been a key factor in sustaining the dynamic environment. What started off as the Writing in the Disciplines Committee at Shenandoah University evolved into a very productive forum that generated: sharing of teaching practices related to reading and writing, faculty led workshops on teaching writing and citation methods, a reading campaign, a reading club, a symposium for student projects, SOTL presentations, an invited guest speaker, new technology presentations, a field trip to the Library of Congress, and administration of a writing in the disciplines survey. This committee has been consistently attended over several years and the discussions are always stimulating. We suggest that this activity based approach might be used as a model to bring together faculty who share common interests from across the institution.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none"> • gain new ideas about organizing faculty development committees • develop new ideas for faculty development activities • recognize the creativity that can result from interdisciplinary activities • make contacts at other institutions with similar interests

12:15 to 1:00 pm Conference Center – 1 st Floor Reception Area
Lunch and Networking

1:00 to 2:00 pm - Concurrent Sessions Conference Center	
Spinnaker A	<p>Concurrent Presentation 1: <i>Building An Online Global Faculty Community at UMUC: A Report from the Front Line</i> David Johnson, Academic Director of Digital Media and Web Technology, University of Maryland University College</p> <p>The University of Maryland University College (UMUC) is the largest public university in the country, educating more than 95,000 students in more than 150 worldwide locations. With divisions in Asia and Europe and a presence on military installations in more than 25 countries and territories, UMUC is also the leading provider of services to the US military. One of the great challenges of a global university, such as UMUC, is how to create a sense of academic community when faculty and staff are geographically disbursed around the world. UMUC uses an online social collaborative tool called ENGAGE as one way to address this challenge. Through ENGAGE, UMUC’s global faculty community are able to collaborate, share ideas, best practices, and expertise as well as participate in social networking in the larger community. Each academic program at UMUC has a faculty community space in ENGAGE called a Faculty Exchange. It is here that faculty in each discipline engage in rich conversations, access discipline specific resources to support their teaching, communicate with program directors and faculty peers as well as participate collaboratively in course design, development, and improvement efforts. This presentation will discuss background and lessons learned from building an online global faculty community and will provide a virtual demo of ENGAGE and several Faculty Exchange sites.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none"> • learn the history and development of UMUCs online global faculty community. • receive a virtual demonstration of UMUC’s Faculty Exchanges. • learn about the lessons learned from building a global faculty community.
Spinnaker B	<p>Concurrent Presentation 2: <i>"Springboarding" as a Faculty Professional Development Model</i> Suzanne Shaffer, Instructional Designer, and Barbara Eshbach, Head Librarian, Penn State York</p> <p>“Springboarding” describes a mentorship model of faculty professional development in which faculty members (interested in a new approach or project) shadow other faculty members already engaged in projects such as a Scholarship of Teaching and Learning (SoTL) project, or the re-design of a course into a flipped or blended version. The “springboard partners” observe and support the project in a secondary role in preparation to launch their own project in a future time frame. We have found that this model lowers the risk for faculty interested in trying a new approach and at the same time creates a very rich learning experience among the participants. Springboarding stands in sharp contrast to other approaches that can feel disruptive, stressful, and imposing (the need to learn a new CMS, for example) because it gives</p>

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	<p>faculty members autonomy and time to explore, discuss, reflect, and plan in preparation to try something new. In the end, the experience was enjoyable, meaningful, productive and extremely rewarding. We describe a recent springboard initiative in which a head librarian, new to the tenure line, joins an existing SoTL project in preparation to begin her own research agenda.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none"> • gain an understanding of springboarding as a model of faculty professional development. • examine and evaluate an example of springboarding. • compare existing models from their campuses to a springboard model. • apply the springboard model to current projects or campus initiatives.
Reception Area	<p>Concurrent Roundtable Discussion: <i>Institute for Educational Management and Leadership: A year-long training program for faculty and perspective managers</i> Sharon Stringer, Professor of Communication, Lock Haven University</p> <p>The PA Black Conference on Higher Education: Opportunities in Faculty Professional Development. This presentation will introduce attendees to the PBCOHE and the many opportunities it offers for faculty professional development. An important part of higher education for more than 40 years, PBCOHE has several cornerstones: a leadership conference for students, a development conference for faculty and staff, and a peer-reviewed journal, published every other year. In addition, PBCOHE offers under-represented faculty an opportunity to participate in its Institute for Educational Management and Leadership. The IEML is a year-round training program to identify, recruit, mentor, and train future leaders and administrators. Participants gain specific knowledge about higher education and the role leadership plays in academia through workshop sessions, mentoring and resource networking. Sessions include discussions on strategic planning, fundraising and development, communication, and negotiation. An additional purpose of IEML is to help expand personal vision, challenge notions of leadership, and provide insights on how to prepare for a major role in higher education administration. While the program is primarily for those who aspire to be managers, directors, deans, or department chairs, it will also identify and accept those who may be prospects for other positions. IEML is currently co-sponsored by the Pennsylvania State System of Higher Education.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none"> • be introduced to the faculty professional development opportunities of PBCOHE. • be offered an opportunity to publish in a peer-review journal. • be offered an opportunity to share his or her expertise.

2:00 to 2:15 pm Conference Center – 1 st Floor Reception Area
Break and Networking

2:15 to 3:15 pm - Concurrent Sessions Conference Center	
Spinnaker A	<p>Concurrent Presentation 1: <i>The Team Approach to Faculty Development</i> Joseph Hazzard, IRB Chair and Research Integrity Officer, John Hranitz, Biology Professor and Interim Director of the Office of Research & Sponsored Programs, and Robert Gates, Interim Dean of Graduate Studies & Research, Bloomsburg University</p> <p>Faculty represent the largest investment of resources in finance, energy, and time. An effective Faculty Professional Development program is an essential element of the university. This interactive session presents Bloomsburg University's team approach to an integrated model of support through the Office of Graduate Studies & Research. Topics presented will be our philosophy of the teacher-scholar model, our use of technology (IRB Manager and Competition Space), faculty development workshops, New Faculty Institute, New Faculty Orientation, and ongoing support efforts to implement new pedagogy.</p> <p>Learning Objectives: As a result of attending this session, audience members will learn about ...</p> <ul style="list-style-type: none"> • technology for compliance (IRB Manager). • technology for grantsmanship (Competition Space). • training/education for faculty (FPD workshops). • new faculty orientation. • support to implement new pedagogy.
Spinnaker B	<p>Concurrent Presentation 2: <i>Modern Liquidity: What does it mean for education and faculty development?</i> Donna Panzo, Instructional Design Technologist, Central Penn College</p> <p>In a world where there are no longer any absolutes, where education is rapidly changing, how do you collaborate with faculty to enhance teaching and learning? This workshop will look at the current trends in literature regarding faculty development in the ever changing educational landscape.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none"> • be able to identify the trends affecting higher education. • using Cultural-Historical Activity Theory be able to identify the disconnects

	<p>between affecting current faculty development programs.</p> <ul style="list-style-type: none"> • be able to identify best practices in faculty development.
<p>Reception Area</p>	<p>Concurrent Roundtable Discussion: <i>Can an Academic Community Exist When Faculty Are Geographically Dispersed?</i> David Stone, Director of Collaborative Programs, and Jackie Ritzko, Instructional Designer, The Pennsylvania State University</p> <p>As academic institutions implement collaborative programs and rely on resources and positions shared across geographically-dispersed locations, the ability to create and foster a sense of academic community becomes more challenging. Penn State University has 24 campuses across the state. Many faculty collaborate on cross-campus courses and programs. As these collaborations grow, there is an opportunity to further develop an academic community through new faculty development formats and programs. During this roundtable discussion, Penn State’s Director of Collaborative Programs for the Commonwealth Campuses and an Instructional Designer for Collaborative Programs will provide a brief overview of the community of inquiry framework and how it is influencing their approach to fostering a multi-campus academic community. Participants will be asked to identify the characteristics and components of current and future faculty development programs at their institutions. The three presences of the community of inquiry framework (social, cognitive, and teaching) will be discussed as they apply to addressing the challenges of growing and maintaining a multi-campus academic community through faculty development. This will be a participant-led discussion where all participants will be asked to share ideas, challenges, and best practices.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none"> • identify characteristics and components of faculty development programs. • discuss challenges of implementing multi-campus faculty development programs. • discuss strategies to apply the community of inquiry framework to new and existing multi-campus faculty development programs.

<p>3:15 to 3:30 pm Conference Center – 1st Floor Reception Area</p>
<p>Break and Networking</p>

3:30 to 4:30 pm - Concurrent Sessions Conference Center	
Spinnaker A	<p>Concurrent Presentation 1: <i>Faculty-Led Technology Innovations</i> Linda Macaulay, Instructional Technologist, Elizabethtown College</p> <p>Elizabethtown College has implemented a Summer Faculty Technology Institute where faculty apply to attend a week-long summer workshop series in the morning and then have the afternoon to work closely with an instructional technologist on a specific technology integration project. This project is then implemented and the faculty present their project to peers during a one-hour lunch and learn session. This format for technology professional development for faculty has proven useful for several reasons: 1) bottom-up technology initiatives receive greater buy-in from other faculty, 2) it creates a partnership between faculty and IT, 3) it provides an opportunity for focused professional development for faculty that is on-going and supported over time, and 4) it showcases real technology integration in content-specific contexts. This workshop will discuss the program, the strengths and weaknesses, and next steps to grow faculty-led technology integration on campus.</p> <p>Learning Objectives: As a result of attending this session, audience members will ...</p> <ul style="list-style-type: none">• describe the components of a faculty-led technology integration faculty development program.• list the strengths and weaknesses of a faculty-led professional development program.• describe next steps to improving upon a faculty-led professional development program.
Spinnaker B	<p>Concurrent Presentation 2: <i>Creating a Professional Development Portal Using Desire 2 Learn</i> Ellen P. (Paddy) O'Hara, Director, Teaching and Learning Center, and James Bean, Vice Director, Teaching and Learning Center, Lock Haven University</p> <p>This presentation describes the key elements of a professional development portal and how Desire-2-Learn can be used to create a University-wide Learning Community. The focus of the project is to use research-based professional development to help educators focus on the most effective teaching strategies, create engaging classroom environments, strengthen educational technology skills, and improve learning outcomes. The project begins with a learning community where faculty can establish the core competencies for the institution, create self-assessment tools that assist faculty in determining their professional development needs, supports access to professional development materials for just in time learning, provides peer coaches to support and encourage faculty development, creates incentives for the faculty to acquire the attitudes, dispositions, and skills. To achieve these goals the project needs full support of the administration and faculty leadership.</p>

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Learning Objectives:

As a result of attending this session, audience members will ...

- conceptualize a University-wide Learning Community.
- conceive of a no risk self-evaluation tool for teaching effectiveness.
- deliver just in time relevant professional development materials.
- develop strategies to build peer coaching network to support and encourage faculty development.
- create an incentive system for faculty to participate.

4:30 pm

Conference Center – 1st Floor Reception Area

Symposium Adjourns



SAVE THE DATE

*Innovations in Supporting International
Students Symposium*

Friday, November 6, 2014
SU Conference Center

Call for presentation proposals and registration available July 1, 2014
at

www.ship.edu/innovation/symposia