Welcome from the Co-Chairs

Dear Pedagogicon Attendees,

Welcome to EKU and the Noel Studio! We’re excited that you’re joining us for the fourth annual Pedagogicon conference, focusing on innovations in teaching and learning. We hope you have an enjoyable and productive experience. You can use @noelstudio and #KYP17 on social media throughout the conference to connect with presenters and colleagues. Enjoy!

Russell Carpenter, Charlie Sweet, and Hal Blythe, Co-Chairs

History of CPE Faculty Development Workgroup

Kentucky’s annual faculty development conference began in 1986. In the words of Howard Altman, 1987 Consortium Chair, “Kentucky was the first [state] to bring together all of its colleges and universities to focus on the improvement of teaching and learning and on general issues in faculty growth.” The CPE Faculty Development Workgroup has continued this tradition through its annual conference. Over the years, it has merged with other conferences, including Teacher Quality Summit and Convergence. Regardless of the name or form, this conference is a living testimony to the commitment of Kentucky’s higher education administrators and faculty to professional growth in order to reach objectives of increased readiness, retention, and engagement through pedagogy informed by scholarship to promote critical and creative thinking.

SACSCOC Principles of Accreditation (2012) includes faculty development as a Comprehensive Standard: 3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)
Conference Planning Committee
Hal Blythe, Eastern Kentucky University
Russell Carpenter, Eastern Kentucky University
Jill Compton, Council on Postsecondary Education
Jerry Daday, Western Kentucky University
Janet McCoy, Morehead State University
Charlie Sweet, Eastern Kentucky University
Wren Mills, Western Kentucky University

CPE Faculty Development Workgroup Members
Ame Almqquist, Northern Kentucky University
Melissa Bell, Council on Postsecondary Education
Hal Blythe, Eastern Kentucky University
Marie E. Brown, University of Louisville
Bill Burke, University of Kentucky
Deborah Castiglione, University of Kentucky
Jill Compton, Council on Postsecondary Education
Jerry Daday, Western Kentucky University
Jamie Justice, Kentucky Community and Technical College System
Sarah Lashley, Centre College
Janet McCoy, Morehead State University
Jennifer Miles, Kentucky State University
Charlie Sweet, Eastern Kentucky University
Enid Wohlstein, Council on Postsecondary Education

Pedagogicon Program Staff
Melissa Abney, Graphic Designer
Emily Vinson, Program Designer
Tori Bowman, Administrative Assistant
Trenia Napier, Associate Director, Programs and Outreach
Clint Stivers, Assistant Director, Writing and Communication Programs
Jason Peerce, Technology Coordinator
About the Noel Studio

The Noel Studio for Academic Creativity programs exist to create innovative support for communication, research, and teaching and learning initiatives that enhance deep learning at EKU.

Friday, May 19, 2017

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<th>Activity</th>
<th>Location</th>
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<tr>
<td>8:00-8:50 a.m.</td>
<td>Registration</td>
<td>Noel Studio Foyer</td>
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<tr>
<td>9:00-10:20 a.m.</td>
<td>Opening Remarks: Jill Compton, Kentucky Council on Postsecondary Education, Dr. Janna Vice, Provost, Russell Carpenter, Charlie Sweet, &amp; Hal Blythe</td>
<td>1st Floor Library</td>
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<td>Keynote: Dr. Melody Bowdon</td>
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<td>10:30-11:20 p.m.</td>
<td>Session I</td>
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<td>11:30-12:20 p.m.</td>
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<td>12:30-1:20 p.m.</td>
<td>Lunch &amp; Posters</td>
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<td>3:30-4:20 p.m.</td>
<td>Session V</td>
<td>Crabbe Library &amp; Faculty Center</td>
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Is Innovation Passe’? Strategically Balancing Relevance and Quality for Student and Faculty Success
Dr. Melody Bowdon, University of Central Florida

This presentation will include a short history of innovation in higher education and will feature a discussion of challenges faced by faculty developers across the nation, ranging from learning space design to cross-institutional partnerships and the emergence of predictive analytics. Dr. Bowdon will offer insights about balancing strategic planning and creative models with the increasing expectations and needs of students, faculty, employers, and state and federal governments, in a time of dwindling resources.

Melody Bowdon, Ph.D. is Associate Dean of the College of Undergraduate Studies, Executive Director of the Karen M. Smith Faculty Center for Teaching and Learning, and Professor of Writing and Rhetoric at the University of Central Florida. She is co-author of Service-Learning in Technical and Professional Communication (2003) and co-editor of Scholarship for Sustaining Service-Learning and Civic Engagement (2008), Higher Education, Emerging Technologies, and Community Partnerships (2011), and Best Practices for Flipping the College Classroom (2015). Dr. Bowdon has published articles related to innovative pedagogies in a variety of edited collections and peer-reviewed journals, including Science, The Michigan Journal of Community Service Learning, Technical Communication Quarterly, and Feminist Teacher, and is a member of editorial boards for several publications, as well as the University Press of Florida Advisory Board. Dr. Bowdon received her Ph.D. in Rhetoric, Composition, and the Teaching of English from the University of Arizona.
Continuous Quality improvement (CQI) is used to improve classes by identifying problems, implementing corrective action, and evaluating results of changes in course content. Students’ perceptions and opinions of a CQI tool and their ability to provide feedback is measured using a survey of lower class and upper class students.

Attendees will hear about how EKU (and other) anthropology students studying abroad in Peru utilized digital storytelling as a means of focusing and deepening their learning experience. The presentation explores how digital storytelling can help students build 21st century skills, as well as move learners into the upper reaches of Bloom’s Taxonomy. Attendees will also hear the student perspective of the video software, as well as the Peru content.

Having courses and materials that are accessible is not just a
trend but is the law. Come to this session to learn about how WKU developed a robust, self-paced course for faculty to help them learn how to be compliant with federal accessibility laws. BYOD to try the tutorials.

Library 108
Hansel and Gretel: A Tragedy, A Literature Review, and Perspectival Mindset
Elizabeth Busekrus, Missouri Baptist University
Moderator: Jessica Vaught

The workshop will use the tale of Hansel and Gretel and script writing to teach perspectivism and the literature review. Participants are required to bring several scholarly sources on the topic: social justice in the classroom. Participants will reflect on this activity's application to teaching diversity and developing faculty.

Noel Studio Discovery Classroom
Active Learning Idea Swap (workshop)
Cindy Judd & Bill Staddon, Eastern Kentucky University
Moderator: Abby Gardner

This session is intended to be an “idea swap;" that is, both presenters and participants will share ideas for new approaches to active learning. We will discuss the advantages and challenges of group work, learner-centered activities, and assessment. All strategies and examples will be shared via a Padlet.

Noel Studio Conference Room
Strategies for Submitting and Publishing Faculty Development Research
Russell Carpenter, Eastern Kentucky University & Editor, Journal of Faculty Development
Moderator: Kaity Ralston

In this interactive session, Dr. Russell Carpenter, Editor of the
Journal of Faculty Development, will share strategies for preparing manuscripts for highly selective scholarly peer-reviewed journals on professional and faculty development. In addition, participants will learn what editors of major journals prioritize when navigating the review process based on current trends and recent publications. Participants will have the chance to share concepts from their own scholarship, research, and professional work.
Library 204D
We’re Online, But Are We ADA Compliant? Free Tools and Resources for ADA Compliance  
Shannon Eastep & John Huss, Northern Kentucky University  
Moderator: Clint Stivers

In 2016 Shannon Eastep and John Huss conducted an ADA survey with a target audience of all online faculty. We gathered nearly 100 responses from faculty detailing their knowledge, challenges, and successes with ADA compliance. This presentation will share data results as well as free tools for ADA compliance.

Library 204G
Faculty Developing Faculty: The EKU Faculty Innovator Program  
Matthew Winslow & Shirley O’Brien, Eastern Kentucky University  
Moderator: Jordan Newman

EKU’s Faculty Innovator diffuses professional development throughout the faculty by leading professional learning communities, stand-alone sessions, individual consultations, and related activities. We will describe the genesis of the program, its format, and functioning. We will also address the challenges and possibilities of establishing a similar program on other campuses.

Library 128
Using Film to Teach Diversity in Higher Education: Stimulating the Affective Processes of Learning  
Joshua Elliott & Carol A. Sommer, Eastern Kentucky University  
Moderator: Nicole Montgomery

Diversity is an important training component that has long been revered and promoted in institutions of higher learning. The use
of film encourages increased cultural empathy and self-awareness among learners. Join us to experience the pedagogical benefits of using film to teach diversity issues in the classroom.

Library 108
Barrier to Learning: Why We Can No Longer Afford High Textbook Prices
Victoria Koger & Linda Sizemore, Eastern Kentucky University
Moderator: Jessica Vaught

The prohibitive costs of textbooks are affecting student success. We will start the session with an activity, then gauge audience experience on the issue before reviewing current research. The presenters will provide strategies on what libraries can and cannot do and facilitate discussion of proposed solutions and concerns about OER sources.

Noel Studio Discovery Classroom
Innovations in Teaching and Learning: Q&A with Dr. Melody Bowdon
Moderator: Russell Carpenter

Pedagogicon participants are invited to attend an informal Q&A session with Dr. Melody Bowdon. The session will focus broadly on innovations in teaching and learning.

Noel Studio Conference Room
There’s Something About Access: New Media and Student Engagement in Basic Writing
Dominic Ashby, Maggie Frozena & Jason Peerce, Eastern Kentucky University
Moderator: Kaity Ralston

New Media projects have yet to be widely assigned in Basic Writing. The presenters collaborated on an audio assignment for ENG095R, introducing students to analysis through spoken-word reviews. Students’ dual role as producer and audi-
ence enhanced their sense of purpose and ownership. Presenters share experiences with project design and instruction.

Faculty Center (Keen Johnson Building)
Effective Use of Online Discussion Boards
Scotty Dunlap, Eastern Kentucky University
Moderator: Charlie Sweet

A comparison was made between two sections of the same online graduate course offered in two consecutive years that utilized two different methodologies for the Discussion Board. Results clearly indicated student preference for the new methodology that was used.
Lunch & Poster Presentations 12:30-1:20 p.m.
Noel Studio Greenhouse

1. Upward Bound Metacognitive Reading Strategies Assessment
Sylwia Oles, Tamara Stewart, Yoshie Nakai, Eastern Kentucky University, & Shelby Williams, Bluegrass Community and Technical College

2. Gamifying the Practice-Testing Learning Strategy
Michael Chen, Richard Bradley, & Bryan Lusby, Eastern Kentucky University

3. Use of Immediate Polling in the Classroom with Integrated Cellphone & Internet
Geela Spira, Nicholas Cross, & Luke Nolte, Eastern Kentucky University

4. The Effect of Using Similar and Contrasting In-Class Small Groups on Student Persistence
Richard Bradford, Bryan Lusby, Allison Fornash, & Michael Chen, Eastern Kentucky University

5. Profiles of Cultural Intelligence among College Students
Yoshie Nakai, Brendan Kirwan, & Bryan Lusby, Eastern Kentucky University

6. Visual Rhetoric Montage
Cody Smothers, Eastern Kentucky University

7. Begin with the End in Mind: A Pedagogical Approach to Aligning Objectives, Instruction, and Assessment
Donna Spencer Pitts & Jennifer Christensen, Eastern Kentucky University

8. Gender Inclusivity and Professional Language Use in the Classroom
9. Using Online Grammar Checking Programs to Provide Feedback to Students in Writing Intensive Courses
   Randall Joyce, West Kentucky Community & Technical College, & Amanda Joyce, Murray State University

10. “But I Studied for Seventeen Hours Last Night!”: Exploring Alternative Predictors of Student Achievement
    Amanda Joyce, Murray State University, & Randall Joyce, West Kentucky Community & Technical College

11. Pedagogical Practices and Curriculum Design Considerations for a Study Away Course
    Brad Stinnett & Evelyn Oregon, Western Kentucky University

12. Using Vicarious Learning Multimedia Lessons to Enhance Online Courses
    Gina Gonzalez & Ray Bailey, Morehead State University

13. Using Health Literacy to Engage Students at the Intersection of Academics and Life
    Glenda Warren & Susan Weaver, University of the Cumberlands

    Patrick Lee Lucas & Helen Turner, University of Kentucky

15. Understanding Faculty Writers’ Needs: Faculty Development, Scholarship, and Pedagogy
    Jacob Babb, Jennifer Mason, & Michelle Churchman, Indiana University Southeast

16. Setting New Foundations: Creating a Holistic Student
    Helen Turner, Lindsey Fay, Patrick Lee Lucas, & Joseph Rey-Barreau, University of Kentucky
17. Building Professionalism: A Scaffolded Model towards Student Success
Lindsey Fay & Chris Birkentall, University of Kentucky

18. Tapping into Technology: Online Student Engagement and Interaction
Brooke Bentley & Margaret Zoellers, Eastern Kentucky University

19. Leveraging Technologies to Enhance Learning, Strengthen Relationships, and Introduce Diversity in Online Classes
Mikah Pritchard, Eastern Kentucky University, & Amber Hughes, Morehead State University
Library 204 D
Creating an Engaged Learning Environment by Minimizing Incivility in the Online Classroom
Lynda Donathan & Anthony Dotson, Morehead State University
Moderator: Courtnie Morin

A civil engaged learning environment is the goal of any online educator. To be able to create an engaged and civil learning environment and to facilitate effective student learning it is essential to define what acts of incivility are, how to address incivility, and how to prevent or minimize incivility.

Library 204 G
Beyond the Boundaries of Critical Thinking: Online Modules and Challenging Topics
Pauletta Baughman & Jennifer Rudy, University of Louisville
Moderator: Jason Peerce

In the fast paced and demanding schedule of teaching, it is often difficult to find time to communicate the basic information. We will share with you online SoftChalk modules geared to both students and faculty to teach critical thinking as exhibited in flipping a classroom.

Library 128
Curricular Competency Mapping: Ethical Leadership, Diversity, and Inclusion
Karen Clancy, Eastern Kentucky University
Moderator: Emily Hensley

Contemporary academic environments are comprised of new ethical horizons, growing global communities, and movements toward standardization and the use of practical accountability metrics. This presentation demonstrates the use of curricular competency mapping strategies to create effective learning experiences that transform students into future world leaders.
The inaugural SoTL Collaborative invites all interested in discussing and understanding the Scholarship of Teaching & Learning (SoTL) at a variety of levels—faculty, researcher, teacher, and student—to convene to discuss big questions spanning our institutions. Participants are invited to bring their ideas, perspectives, and questions about SoTL and come prepared to engage in a cross-campus discussion and brainstorm of SoTL issues and concepts.

Starter questions include but are not limited to:

• What is the role of SoTL on your campus?
• What does SoTL mean for your campus?
• What is the future of SoTL?

Participants are encouraged to bring their own questions.
Noel Studio Discovery Classroom
Reading with Purpose: Question, Answer, Reflect (workshop)
Bill Staddon, Lisa Bosley, & Jill Parrott, Eastern Kentucky University
Moderator: Abby Gardner

Critically reading complex text presents a significant challenge for students. This interactive workshop will demonstrate pedagogical strategies to encourage active, purposeful reading of a scholarly paper. Hands-on activities will include a questioning strategy, Immediate Feedback Assessment Technique, class polling, and a reflection activity that promotes metacognitive skill building.

Noel Studio Conference Room
Beyond the Study Guide: Active, In-class Approaches to Help Students Improve Information Review and Recall
Melony Shemberger, Murray State University
Moderator: Kaity Ralston

Studying for course examinations can be daunting for college students, even when the information was acquired first through constructivist activities or after a study guide was given. Taking a class day to review material can be effective for both the students and instructor. This session would share successful, interactive test review approaches to help students know the information better.

Faculty Center (Keen Johnson Building)
CPE Faculty Developer Workgroup
Hal Blythe & Charlie Sweet, Eastern Kentucky University
Moderator: Hayley Hoffman

Join Hal Blythe and Charlie Sweet for a conversation about the CPE’s Faculty Development Workgroup. All participants are welcome to attend.
Getting students to participate in class discussions is a tough challenge, especially in seminar courses. This presentation will describe how the jigsaw classroom can be used in seminars, resulting in 100% participation. Data will be presented comparing participation rates in previous approaches with this new approach.

Presenters created a community of inquiry and practice in an online class by using tools such as Tiki-Toki, StoryJumper, and ThingLink for collaborative projects that could be used outside of the classroom, followed by deep, reflective discussion. Attendees will be guided in creating plans for building their own “professional communities.”

In any course, but especially those online, the first week sets the tone for the term and can effect retention and student success. In this session, we will review literature on building com-
munity, creating social presence, and earning “swift trust” and develop ideas to integrate these key concepts into courses.

Library 108
Sustainability through Digital Pedagogy
Helen Turner, University of Kentucky
Moderator: Jessica Vaught

Encouraging innovation and the creation of meaningful learning experiences through digital technology, a single-source database provides a unique mode of sharing information pertinent to faculty and students. Acting in tandem with open-education-al resources, users of the online encyclopedia create, curate and reuse of digital tools, engendering sustainability through enhanced longevity of materials and reduced consumption of environmental resources. To impact the twenty-first century education and environment, this project is intended to stretch the boundaries of what it means to work through online processes, knowing that the next evolution of pedagogy must involve digital pathways.

Noel Studio Discovery Classroom
Effective Use of Wikis to Support Engaging Group Work in Online Courses
Paula Jones, Eastern Kentucky University
Moderator: Abby Gardner

Wikis can be an effective tool used to support collaborative learning. Best practices used to plan for and manage effective group work online using Wikis will be presented. Attendees will review free Wiki tools and explore rubrics used to evaluate students’ work via a Wiki project. Student feedback regarding their experiences using Wikis will be summarized. Handouts will be provided to include best practices for using Wikis to support collaborative work.
Noel Studio Conference Room
Enhancing Training through Multimodality: An Innovative Student Learning Platform
Courtnei Morin & Jessica Ralston, Eastern Kentucky University
Moderator: Kaity Ralston

The Noel Studio’s Professional Development Student Coordinators updated the training system to incorporate multimodality. DECK, the new training website, uses Bloom’s Revised Taxonomy and incorporates metacognitive learning strategies. Participants will learn tips for designing innovative and modular learning experiences for students, especially to enhance pedagogy.

Faculty Center (Keen Johnson Building)
Student Perceptions of Best Practices in Instruction
Jonathan Gore, Eastern Kentucky University
Moderator: Hayley Hoffman

Most discussions of student learning involve considerable faculty input (e.g., Assurance of Learning Day), but rarely take into account input from students. Dr. Jonathan Gore will present the results of a survey study that examined student perceptions of best teaching practices regarding their a) learning and b) enjoyment within a course. A group discussion of those results and implementing best practices will follow. In this session, participants will review results from interdisciplinary study of student perceptions of learning and discuss strategies for implementing best practices in courses.
Session V 3:30-4:20 p.m.

Library 204 D
Using Interactive Media to Foster Creativity in the Classroom
Emily Hensley, Emily Tarvin, & Rachel Winter, University of Central Florida
Moderator: Clint Stivers

In this interactive workshop, attendees will work together utilizing various interactive media (e.g. video and board games, forums, etc.) to discover and discuss how these media can inspire creativity in their classrooms.

Library 204 G
Embracing your Eureka Moments (and How to Have More of Them): Perspectives on an Evolving and Innovative Teaching Style
Kristen Platt, Andrew Welleford, Garrett Naze, & April Hatcher, University of Kentucky
Moderator: Julie George

How do we formulate our teaching style, and how does it change over time? We will address this overarching question while encouraging participants to recognize their own eureka moments, to embrace them when they hit, and to create positive changes in their teaching style.

Library 128
Faculty Development On-Demand: The DEEP System
Shirley O’Brien & Matthew Winslow, Eastern Kentucky University
Moderator: Hayley Hoffman

EKU’s DEEP system provides on-demand, self-paced professional development to all faculty. Two members of the DEEP development team will describe the development process, the features, courses, and advantages over other professional de-
velopment programs. Data will be provided about the usage of the DEEP system in its first year of existence.

**Library 108**

Are you Kahooting, Plickering or Apping? If not, let us show you how

*Patricia Harrelson, Joyce Stubbs, & Steven Stubbs, Morehead State University*

Moderator: Jessica Vaught

Join us on an interactive journey through a wide array of apps and technology for the classroom. We will detail Kahoots, Plickers, and other helpful classroom apps. We will use mobile devices, so if you want to bring yours along, we will help you set it up.

**Noel Studio Discovery Classroom**

Publishing Scholarship on Teaching & Learning

*Hal Blythe, Charlie Sweet, Russell Carpenter, & Bill Phillips, Eastern Kentucky University*

Moderator: Abby Gardner

The facilitators will offer perspectives and strategies focused on the management and production of scholarly work. Participants will learn approaches and best practices.

**Noel Studio Conference Room**

Embedding Quizzes in Videos to Enhance Interactive Student Learning

*Cindy Hayden & Anne Fleischer, Eastern Kentucky University*

Moderator: Kaity Ralston

This presentation will discuss the pedagogy and technology of interactive video-based learning quizzes. Using video embedded questions has been shown to promote student learning by focusing attention and improving interaction of the student with learning materials. Interactive video quizzes are a form of retrieval practice and emulate one-on-one tutoring.
THANK YOU
for your commitment to academic excellence!
New Forums Press, in cooperation with the Noel Studio for Academic Creativity at Eastern Kentucky University, announces a new networking opportunity in the form of the National Innovative Faculty Development Network (NIFDN). The effort originates with a desire to engage faculty developers in an ongoing examination of a new model for their professional endeavors – an approach to enable centers for teaching and learning to weave themselves into the basic campus tapestry, including the institution’s strategic plan, budget, and relevant stakeholders’ activities. This effort includes:

• an online institutional or personal subscription to *The Journal of Faculty Development*, to include three issues and two supplements annually;
• a 20% discount for the annual Noel Studio for Academic Creativity Pedagogicon, an intensive, one-day conference sponsored by the Kentucky Council for Postsecondary Education (the 2017 event occurs May 19);
• a 20% discount on all New Forums Press titles;
• free eNewsletters to include *Faculty Development Today*, *Applied Creative Thinking*, and *Scholarly Writing and Research*;
• online professional discussions through the NIFDN LinkedIn group.

To participate in NIFDN, simply subscribe to the online edition (either Institutional or Individual) of the *Journal of Faculty Development*. Details of your membership will be emailed to you. If you are already a subscriber and have not received information about your NIFDN membership, email us for enrollment details: contact@newforums.com

Beginning with the 2016 volume, the *Journal’s* online edition provides two to three book-length supplements annually in addition to its three regular issues. The first is the new title, *Innovating Faculty Development: Entering the Age of Innovation* by Charlie Sweet, Hal Blythe, and Russell Carpenter, comprises the authors’ new model for the field of faculty development as it enters what they call the “Age of Innovation.”

First in the 2017 issue is the supplement *Scaling the Scholarship Mountain: Achieving Scholarly Productivity*. This book is intended to aid you in the climb from your formal education experience to the real world of the scholar. Through a combined total of over 150 years of experience in scholarly productivity, the authors have discovered some key steps toward becoming a scholar. In the pages that follow, they share these steps through explanations, examples, and exercises. Supplements will not be offered with the printed edition, but readers may adjust their subscriptions by contacting us at contact@newforums.com.

To read about joining NIFDN, go online to www.newforums.com/resources/nifdn/
Virtually throughout the world, issues of faculty development have drawn greater attention in recent years. While much of this attention has focused on the encouragement and support of research and grant acquisition, much of the focus has centered on the quality of teaching and mentorship. Several factors drive this focus, including student and governmental cost justification, addressing less-than-desired retention and graduation rates, and aligning learning outcomes with employment opportunities. In much of the developing world, the rapid expansion of higher education has far overtaken national and regional capacity for production of graduate degrees, the conventional source of faculty, and little attention in those graduate programs is given to development of individuals as faculty members and the diversity of roles that are expected in those positions. Authors might consider the issues of researcher, teacher, and academic administrator development who support these efforts, to include promising or exemplary initiatives. Of particular interest will be submissions that include evaluation of the efficacy and continuing issues of such development efforts. However, more theoretical or topical essay submissions are of interest as well.

Framing questions can include but are not limited to:
- How do faculty interests in faculty development align with institutional and national priorities?
- How is teaching evaluated, both in formative and summative ways, and what institutional structures and investments support enhancement?
- What programs and efforts exist to support and develop graduate students as effective faculty members?
- What programs and efforts exist to promote support and encouragement for community and social engagement of faculty members?

Please send 500-word proposals and questions to Marc Cutright (marc.cutright@unt.edu). Authors of accepted proposals will receive detailed guidelines for manuscript submission.

Deadlines
- November 20, 2017: 500-word proposals due
- December 10, 2017: Authors notified of review results
- February 20, 2018: Full articles of 3,000 – 5,000 words returned to guest editor
- March 20, 2018: Article revisions sent to authors
- April 30, 2018: Final submissions due to guest editor
INNOVATIONS IN TEACHING & LEARNING

INAUGURAL PROCEEDINGS OF THE 2017 PEDAGOGICON

EDITED BY
RUSSELL CARPENTER
CHARLIE SWEET
HAL BLYTHE
MATTHEW WINSLOW
SHIRLEY O'BRIEN

Available through New Forums Press, Fall 2017.