2016 Pedagogicon

Exploring High-Impact Educational Practices Using Scholarly and Creative Teaching

May 20, 2016

EKU NOEL Studio for ACADEMIC CREATIVITY

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 third annual Pedagogicon conference, focusing on closing the achievement gap by exploring high-impact educational practices using scholarly and creative teaching. We hope you have an enjoyable and productive experience. You can use **@noelstudio** and **#KYP16** on social media throughout the conference to connect with presenters and colleagues. Enjoy!

Charlie Sweet, Hal Blythe, and Russell Carpenter
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*

CPE Faculty Development Workgroup Members

Ame Almguist, *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*

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Jamie Justice, *Kentucky Community and Technical College System*

Sarah Lashley, *Centre College*

Janet McCoy, *Morehead State University*

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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 20, 2016

8:00-8:55 a.m.	Registration	Noel Studio Foyer
9:00-10:00 a.m.	Opening Remarks: Dr. Aaron Thompson, CPE, & Provost Janna Vice, EKU / Refreshments	1st Floor Library
10:10-10:55 a.m.	Session I	Various Locations in Crabbe Library
11:05-11:50 a.m.	Session II	Various Locations in Crabbe Library
12:00-12:30 p.m.	Lunch	1st Floor Library
12:40-1:25 p.m.	Session III	Various Locations in Crabbe Library
	Posters	Noel Studio Greenhouse
1:35-2:20 p.m.	Session IV	Various Locations in Crabbe Library
2:30-3:15 p.m.	Session V	Various Locations in Crabbe Library
3:25-4:10 p.m.	Session VI	Various Locations in Crabbe Library

Opening Remarks by Dr. Aaron Thompson

Dr. Aaron Thompson is the Executive Vice President for the Kentucky Council on Postsecondary Education. He is also a Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University. Dr. Thompson has a Ph.D. in Sociology in areas of Organizational Behavior and Race and Gender Relations. Dr. Thompson has over 25 years of leadership experience in higher education and business. In addition, he has spent numerous years serving on nonprofit boards in leadership roles. Dr. Thompson has researched, taught and/or consulted in areas of diversity, leadership, ethics, multicultural families, race and ethnic relations, student success, first-year students, retention, cultural competence and organizational design. He has over 30 publications and numerous research and peer reviewed presentations. Dr. Thompson has traveled over the U.S. and has given more than 700 workshops, seminars and invited lectures in such areas as race and gender diversity, living an unbiased life, overcoming obstacles to gain success, creating a school environment for academic success, cultural competence, workplace interaction, leadership, organizational goal setting, building relationships, and the first-year seminar. He has been or is a consultant to educational institutions (elementary, secondary and postsecondary), corporations, non-profit organizations, police departments, and other governmental agencies. His latest authored or co-authored books are: *Changing Student Culture from the Ground Up; The Sociological Outlook; Infusing Diversity and Cultural Competence into Teacher Education*; and *Peer to Peer Leadership: Changing Student Culture from the Ground Up*. He also co-authored *Thriving in College and Beyond: Research-Based Strategies for Academic Success*; *Thriving in the Community College and Beyond: Research-Based Strategies for Academic Success and Personal Development; Diversity and the College Experience*; *Focus on Success and Black Men and Divorce.*

Session I (10:10-10:55 a.m.)

Discovery Classroom

Featured Session: Advocating a Space for Learning Diversity

The workshop will be facilitated as an alternating combination of discussion and hands-on activities that aim to engage participants in understanding the problems, pitfalls, and plausible solutions of teaching English to students who are labeled as "normal" and as "learning disabled" and create and sustain a writing studio space where all students can thrive academically and socially.

Matthew Kim teaches composition and is co-chair of the English department at Eagle Hill School in Hardwick, MA. He received his Ph.D. in English Studies from Illinois State University, where he studied writing studio pedagogy with Professor James Kalmbach. In 2004, Matthew received the NCTE ACE award for his research on the intersections of digital literacies and learning disabilities. Along with teaching writers' workshop, college writing, and technical communication, Matthew directs the Central Massachusetts Writing Collaborative which is an organization he created in 2013 to bring innovative, fun writing programming to public school students in grades 6-12 and professional development workshops on writing studio pedagogy to public school teachers.

Michael Riendeau has directed the academic programs at Eagle Hill School since 1997. He continues to teach in the English department where he began at Eagle Hill School in 1989 after completing his A.B. in English at the College of the Holy Cross. Michael completed his doctoral degree at the University of Massachusetts in 2003. His professional and research interests include disability theory, multicultural education, and teacher preparation and induction. Michael is the founding director of the EHS Institute for Teacher Induction, created in 2005 in response to the teacher attrition crisis in urban public schools. The Institute has trained more than 1,200 teachers from urban districts including Boston, Worcester, and Springfield—as well as working with groups of teachers from cities across the country. In 2010, Michael created Learning Diversity, a blog for educators, parents, and students (http://blog.eaglehill.school/). Michael's publications include articles in *English Journal*, *Independent School*, and *The Washington Post*.

Library 204D

Faculty-Librarian Collaboration: Applying Metacognitive Pedagogy to the Research Process

Heather Beirne and Nicole Montgomery*, Eastern Kentucky University*

Metacognition is a current buzzword in higher education. But what does it mean for the research process? Presenters and attendees will brainstorm together to come up with good, better and best concrete strategies for collaboration between subject faculty and librarians to integrate metacognition into research instruction.

Library 204G

Project Management for Generation Y and Zs

Dana Cosby*, Western Kentucky University*

This highly interactive workshop will provide participants with concepts and tools to aid in the successful completion of course projects. While many courses include a major team/group project, few address the fundamentals of project management skills. This workshop provides information on the "nuts and bolts" of projects that students need to know to be successful (and it can be delivered in a class period!).

Library 128

Using Fairy Tales and Folk Stories in the Classroom: A Creative Approach to Facilitating Self-Reflection

Carol Sommer and doctoral student Jan Parker*, Eastern Kentucky University*

Stories, as reflective points of departure, offer a unique way to blend an old method of instruction with a contemporary focus. In today's demonstration, a Slavic folk tale serves as a backdrop for reflective questions that will be addressed by participants. Ideas for choosing and using stories in the classroom are included.

Conference Room

Developing an Assessment Plan to Measure the Effectiveness of Learning Communities

Sara Fulmer*, University of Louisville*

An intentional and holistic assessment plan lays the foundation for an effective learning community. In this session, participants will be guided through the backwards design process of developing an assessment plan. Participants will create goals, identify assessment methods and timelines, and explore strategies to analyze and respond to the data.

Session II (11:05-11:50 a.m.)

Conference Room

Shaping Scholarly Manuscripts on Faculty Development

Russell Carpenter*, Eastern Kentucky University*

In this interactive session, Dr. Russell Carpenter, Editor of the *Journal of Faculty Development*, will share strategies for drafting and revising manuscripts for highly selective scholarly peer-reviewed journals. In addition, participants will learn what editors of major journals prioritize when navigating the peer-review process based on current trends in faculty and professional development. Participants will have the chance to share concepts from their own scholarship, research, and professional work and ways that these ideas might develop into full-length manuscripts.

Library 204D

Laughing my Assets Off: Using Humorous Video Clips as a Helpful Strategy for Teaching First Year Writing

Rachel Winter*, Eastern Kentucky University*

This presentation reviews literature and primary research regarding the use of humor in instruction, particularly the use of comical video clips when teaching and applying concepts in First Year Writing courses. Participants will engage in a lesson taught using humorous clips to demonstrate the effectiveness of this strategy.

Library 204G

Creativity and Simulations: Using simulated scenarios to increase creative thinking

Jessie Sams*, Stephen F. Austin State University*

Simulations in the classroom change students' roles from passive learners to active creators as they work together on simulated real-world issues. In this proposed session, I ask participants to create an alphabet using different tools to demonstrate how letter shapes are dependent on the available tools.

Library 128

"The Lecture is Dead! Long Live the Lecture!" Promoting Learner Centered Lecturing

Roy Fuller*, University of Louisville*

While long from dead, lecturing is often characterized as boring, inefficient, and outdated. However, if done well, lectures are an effective means of transmitting information. This session will explore when lecture is most appropriate, as well as how to "punctuate" lectures with active learning techniques that will improve student learning.

Library 108

Muses and Mastery: Infusing Creativity into the Classroom

April Hatcher and Kristen Platt*, University of Kentucky*

Pipe-cleaners? Scrapbook pages? Flyers and pamphlets and family photos, too? These may not seem like the typical tools utilized for an assignment in the sciences. This workshop will explore applications of a creative assignment in traditionally "un-creative" fields. Participants will actively generate ideas for alternative assignments in their own courses.

Discovery Classroom

Using Primary Source Material in Content-Driven Experiential Learning Activities

Jaime Marie Burton and Matthew Strandmark*, University of Kentucky*

Research has shown that students who engage in hands-on class activities with primary source material and content-driven experiential learning activities retain information at improved rates, make stronger connections with the content, and demonstrate higher proficiency in learning outcomes assessment. This workshop will show how instructional activities applied across disciplines using a combination of online materials, digital artifacts, and in-class active learning sessions and modules, as well as additional educational technologies and strategies to increase mobile access to learning modules, achieve this goal.

Session III (12:40-1:25 p.m.)

Conference Room

Perspectives on an e-Service Learning Instructional Design Project: From Student Service Learner to Project Facilitator

Paige Hale, *Lincoln County Schools* and Yvonne Earnshaw, *Texas Tech University*

e-Service Learning can provide high impact experiences for students from brick and mortar, hybrid, and online programs alike, and these opportunities can foster societal change. The presenter will discuss her experiences first as a volunteer student instructional designer and then as a facilitator of the project for a non-profit organization.

Library 204D

Are we There Yet? Comparing Students' Perceptions of the Efficacy of Service Learning Projects in Journalism Courses

Twange Kasoma*, Radford University*

The study compares how students from a public university perceive service-learning in comparison to their counterparts at a private college. Although slight differences are noted, overall the student endorsement of the transformative nature of this type of pedagogy is resounding.

Library 204G

The FROG Model: Enhancing Teaching and Learning by Leaping from Archives to Classrooms

Neil Kasiak and Deborah Whalen*, Eastern Kentucky University*

The FROG Model describes a useful internal and external mantra for the collaboration of archivists and faculty, and their resulting engagement of students with primary sources. By incorporating unique materials from the archives into the classroom, faculty can promote active learning and critical thinking while simultaneously enhancing primary source literacy.

Library 128

Transforming the Capstone: Transformative Learning as a Pedagogical Framework

Michael Strawser*, Bellarmine University* and Jason Martin*, University Missouri-Kansas City*

This session will explore the role of transformative learning in the Capstone course by: a) crafting an overview of the theoretical implications of transformative learning, b) providing creative assignment and project ideas that allow for student reflection and critical analysis of self and program, and c) providing a scholarly baseline of current research on the subject of transformative learning in Capstone courses and specifically the emphasis on reflection and critical analysis.

Library 108

Facilitating International Student Learning

Fujuan Tan and Lee Nabb*, Morehead State University*

With an increase of international students seeking higher education in the U.S., emphases on facilitating these students has become unprecedentedly significant in carrying regional universities forward. This session focuses on discussing facilitating international student learning by developing critical perspectives based on adult learning and multicultural education theories.

Discovery Classroom

Beyond the Lecture: Faculty-Driven Blended and Online Course Development

Carla Bevins, Akinbode A. Adedeji*,* Kari Benguria, Claire Clark, Regina Hannemann, Y. Charles Lu, Janet Lumpp, and Dan Wermeling*, University of Kentucky*

As part of UK's eLearning Innovation Initiative (eLII), this Faculty Learning Community (FLC) panel discussion focuses on our journey to improve student learning outcomes, student success, engagement, and retention by leveraging innovative hybrid and online course development, teaching pedagogies, and learning technologies through research-driven teaching and learning practices.

Session IV (1:35-2:20 p.m.)

Library 204G

A New Approach to Learning Communities: Gamification

Chris Lacy, Jeannie Justice, and Krys Lynam, *Morehead State University*

Games are well known for engagement and motivation, so why not bring those traits to a learning community? This conversation is designed to provide educators with ideas, examples, and tips for gamifying a learning community of any size, age, or learning level.

Library 204D

Undergraduate Research Fellowships in Education

Lesia Lennex, Kim Nettleton, Andrew Perrin, and Justin Elswick, *Morehead State University*

Morehead State University is supporting our undergraduates through the high-impact practice of Undergraduate Research Fellowships. This presentation by two MSU Faculty Mentors will describe tried and true methods for mentoring Undergraduate Fellows. Participants are encouraged to bring their ideas for discussion of fellowship applicability.

Library 128

Using Effective Question Formulation Techniques to Engage Students

Robert Boram, *Morehead State University*

Student engagement is important. One effective technique uses Question Formulation Techniques. Students are provided with a "hook" that gets them thinking. They generate questions to explore, refine the questions, prioritize questions as a group, and then share out the prioritized questions. The questions lead to student investigations designed to answer the questions.

Library 108

Living Learning Programs: Challenges and Opportunities

Joe Martin, Sarah Kercsmar, Amy Gaffney, Troy Cooper, Allyson DeVito, and Annie Beck, *University of Kentucky*

A six-member panel consisting of faculty from The University of Kentucky will identify and discuss the unique strengths and weaknesses of the Living-Learning Program model currently being implemented at universities across the United States. Personal experience, assessment data, and theoretical foundations will be explored.

Discovery Classroom

Gentle Immersion: A Framework for Integrating Professional Practice

Lindsey Fay, Patrick Lee Lucas, and Rebecca Radtke, *University of Kentucky*

In this presentation we discuss the implications of a scaffolded approach to design education that focuses on professional experiences across the breadth of the program. Within this framework, we connect and integrate experiences throughout a curriculum organized around a seminal experience in each year nested within curricular and co-curricular opportunities.

Conference Room

Community-Based Learning and Encounters with Complexity

Ellen Prusinski*, Centre College*

Many of the current social issues and challenges our students encounter are complex, without clear solutions, and daunting. This presentation will explore how community-based learning can be incorporated into a range of courses to help deepen student understanding of complex social issues and empower students to discover potential for optimism.

Session V (2:30-3:15 p.m.)

Library 204D

Engineering Authentic Experiences with Problem Based Learning

Rachel Rogers Blackwell, Chris Lacy, and Krys Lynam*, Morehead State University*

This presentation will model the Problem Based Learning (PBL) process in a Learning Community setting, and give participants tools to use in their own teaching & learning. We will share lessons learned from our current project, Engineering Authentic Experiences, including the educator as learner experience and working across curricula.

Library 204G

Lessons Learned: Best Practices for Designing and Implementing a Service Learning Course

Allyson DeVito and Sarah Kercsmar*, University of Kentucky*

Service learning, a form of experiential education, happens when students engage in an organized service activity that meets community needs and is linked with course content. Service learning courses are gaining popularity at universities nationwide, but how do you establish a partnership with community organizations? This workshop will explain more about these courses and also provide valuable lessons learned and ideas for implementing service learning into your curriculum.

Library 128

Goals and Objectives: The Building Blocks of Instructional Design and Curriculum Mapping

Karen Hughes Miller*, University of Louisville School of Medicine*

In everyday language, we use the terms goals and objectives almost interchangeably. But, in the world of instructional design, they have very distinct and useful meanings. This workshop introduces the use of goals and objectives and provides practice on how to build them to support your courses.

Library 108

Rolling with the Role Play: Increasing Collaboration while Decreasing Resistance

Christen Logue*, University of the Cumberlands*

Role plays can be an effective and engaging way to facilitate student learning of application based skills. Content based knowledge is often solidified and integrated when students put their learning into practice. This workshop will explore creative ways to increase student collaboration in the role play experience while decreasing resistance.

Discovery Classroom

Effortful Learning: Enhancing Classroom Engagement

Camille Skubik-Peplaski and Barry Burkett, *Eastern Kentucky University*

Effortful Learning is a metacognitive process that requires encoding, consolidation and retrieval cues that can be incorporated into classroom activities to increase student engagement and learning. This presentation will highlight how effortful learning was used in a classroom to enhance student learning, changed the classroom dynamic, and the instructor's teaching.

Conference Room

The Faces of Diversity: Beyond Black and White

Steven Hooker, Carol Christian, and Daryl Privott, *Morehead State University*

Colleges of Education strive to prepare teachers to teach diverse populations. Little is taught to define the faces of diversity. Diversity goes beyond color. A study, in progress, will provide qualitative data that can lead to a change in teacher practices.

Session VI (3:25-4:10 p.m.)

Library 204D

The PEAK Program: Providing Professional Development and Education Beyond the Classroom

Evelyn Thrasher*, Western Kentucky University*

In 2011, an analysis of feedback from employers, alumni, and faculty suggested that our college should develop a focused effort around the professional preparedness of our students for entry into the job market. This presentation will detail our creation of the PEAK Program and the Certificate in Advanced Professionalism.

Library 204G

Using Action Research as a Capstone Assessment

Patricia Akojie*, Brescia University*

The purpose of this presentation is to share the pedagogy of using action research as a capstone to promote teacher disposition and professional development. While there are many types of capstone assessments, the presenter will share how action research is used as a capstone assessment to empower candidates' professional development.

Library 128

Creating Scope for Research while Reducing Presentation Fear: From Brainstorm to Finished Paper and Presentation

Arie May*, Eastern Kentucky University* and *Bluegrass Community and Technical College*

Through a series of scaffolded activities, students gain awareness of how the research process differs from other modes, allowing them to acquire and practice new argument skills by focusing on the content and goals of individual assignments. With these techniques. students "practice preparing" for in-class engagement and assessment over several weeks of activities, to in turn build classroom community, increase academic confidence, and reduce presentation anxiety.

Library 108

Helping Students Apply Course Content to Real World Scenarios through Online Modules

Cynthia Metz and Michael Metz*, University of Louisville*

Students have difficulty understanding the importance of science classes for their future careers. To alleviate this issue, video modules were created using simulated patients and custom animations that showcase medical emergencies. This presentation will demonstrate how software programs can be used to easily create and edit videos for the classroom.

Discovery Classroom

Low-tech Tools and Big-muscle Action for High-Impact Instruction

Cynthia McPherson*, Tarleton State University*

This workshop demonstrates the value of using low-tech tools to teach specific content items in an upper-level writing-intensive university course. Workshop participants will try out two activities which teach writing topics using sticky notes, posters, and index cards.

Posters

1. The Good, The Bad and The Ugly: Faculty Student Advising

Chuck Houchens, *South Central Kentucky Community and Technical College*

2. Giving it Away: Student Presentations Beyond the Classroom

Matthew Winslow, *Eastern Kentucky University*

3. Dear Mr. President: Engaging Students' Civic Imagination with Non-Standard Writing Assignments

Matthew Winslow*, Eastern Kentucky University*

4. Prepare, Create, Reflect: A Tried-and-True Strategy for High Impact Instruction

Jill Parrott, *Eastern Kentucky University*

5. Annotating Their Way to Better Writing: Disciplinary Article Presentations

Wren Mills, *Western Kentucky University*

6. Six Practical Strategies for Integrating Information Literacy into Your Course

Heather Beirne, Ashley Cole, and Clay Howard, *Eastern Kentucky University*

7. Flipped Instruction and Collaborative Projects Go Together Like Peanut Butter and Chocolate

Krys Lynam, Jeannie Justice, Rachel Rogers Blackwell, and Chris Lacy, *Morehead State University*

8. Strategies for Using Social Media to Support Teaching

Samuel Stapleton, Johnathan K. Nelson, and Allison Becknell, *Morehead State University*

9. It's in the Syllabus! Etiquette Fails of College Students and How to Address Them

Gina Gonzalez, Ray Bailey, and Sarah Buschman, *Morehead State University*

10. Flipping technology on its head: Don't just use it because it's there

Laura Brown and Mary Ann Nestmann, *Eastern Kentucky University*, Elizabeth Jones, *Asbury University*, Aaron Sams, *St. Vincent College*

11. Benefits of Virtual Laboratory Experiments in Introductory Science Courses

Scott Rockwell and Wanju Huang, *Eastern Kentucky University*

12. Mathematics Trail at EKU

Kari Everett, *Eastern Kentucky University*

13. Grant-writing incorporating evidence-based interventions: Innovations in MPH capstone pedagogy

Christina Studts, Corrine Williams, Kate Eddens, and Mark Swanson, *University of Kentucky*

14. Communicating Bloom's Revised Taxonomy with Digital Age Tools

Shirley O'Brien and Kasi Webb, *Eastern Kentucky University*

15. Remixing the Classroom: Creating Engaged First-Year Writers Through High-Impact Learning

Courtnie Morin, *Eastern Kentucky University*

16. Eight Excellent Strategies for Closing the Learning Gap

Brittany Biddle, Russell Carpenter, Charlie Sweet, and Hal Blythe, *Eastern Kentucky University*

17. A Capstone Project: Connecting the Dots from Class to Class to Achieve Mastery in a Topic

Pauletta Baughman and Alma Ljaljevic-Tucakovic, *University of Louisville*

18. Box-U-Pation: Incorporation Collaboration Fostering Critical Thinking About Occupation

Melba Custer, *Eastern Kentucky University*

19. Building the Road from a Research Project to a Core Curricular Laboratory Experiment

David Cunningham, Amelia Hartman, Rachel Masek, Samantha Josselyn, *Eastern Kentucky University*

20. Outcomes of a Service Learning Pedagogy in Split Level Courses

Michael Bradley, Caelin Scott, James Maples, Dylan Bogard, Geena Neustat, *Eastern Kentucky University*

21. Enhancing High-Impact Educational Practice through an ePortfolio Bootcamp Model

Russell Carpenter, Melissa Gerritsen, and Jennifer Fairchild, *Eastern Kentucky University*

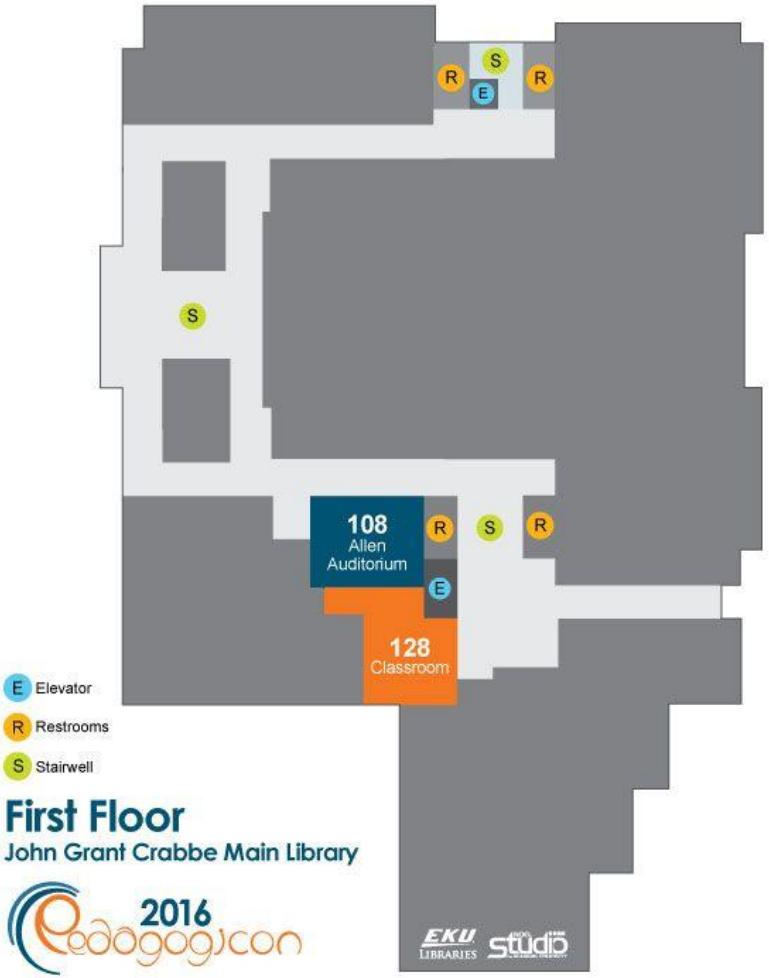
22. Social Network Analysis as a Teaching Tool: An Example Assignment on Social Determinants of HIV Infection

April Young, *University of Kentucky*

23. Starting from Scratch: Using Podcasts to Teach Writing

Stephanie Bell, *York University*

Navigating the Noel Studio and Crabbe Library



204G
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204D
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Classroom
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Noel Studio for
Academic Creativity
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Second Floor
John Grant Crabbe Main Library
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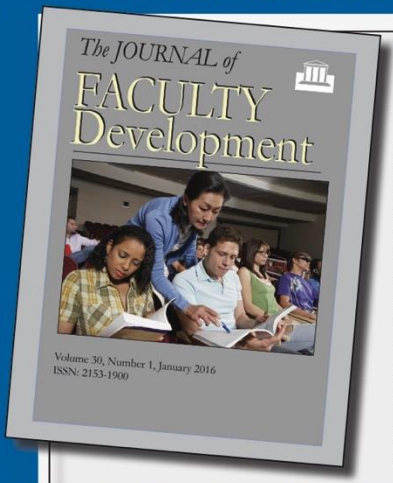

Available online to individuals or institutions –

The Journal of Faculty Development

Now in volume 30, here is a highly successful standby that addresses concerns for your most valuable resource, PEOPLE! It is the one medium in higher education strictly addressing both the practical and theoretical aspects of the planning, design, implementation and evaluation of practices and programs leading to effective and efficient institutions and individuals. Content includes articles devoted to staff, program, and organizational development, as well as student centered learning. The online version is availabe to individuals or to an entire institution.

A regular subscription for one year is $62.00 for individual or $125 for institutional. See reverse side for an order form. [Indicate either print or online edition; an online subscription allows access from vol. 18, plus two supplements annually.]

May 2016 Special Issue: The Future of Faculty Development

In 2006, Mary Deane Sorcinelli, Ann E. Austin, Pamela L. Eddy, and Andrea L. Beach wrote in *Creating the Future of Faculty Development: Learning From the Past, Understanding the Present* that we have "entered a new age—the Age of the Network. Faculty, developers, and institutions are facing heightened expectations, and meeting these expectations will require a collaborative effort among all stakeholders in higher education" and "issues of funding and accountability can be expected to remain at the fore throughout the coming years" (pp. 4-5). A decade later, the traditional triad of faculty responsibilities has evolved into a tetrad—teaching, scholarship, service, and professional development, yet while more is expected of faculty, the time and funding for those responsibilities have not kept pace. On many campuses, the responsibility for professional development has fallen on centers for teaching and learning (CTLs), and these programs are developing new and innovative ways of engaging with faculty from across campus.

This special issue invites scholars, as they look to the future, to highlight the most successful and promising strategies for designing, implementing, and assessing future faculty development initiatives. Authors have addressed the best practices implemented or in process on their campuses along with challenges or opportunities involved with engaging faculty through the use of technology.

Follow us at www.newforums.com, or call us at 405-372-6158 for service. If you have any questions, please don't hesitate to use the "Contact Us" link on the Web site.

"Practical Solutions for Busy Scholars!"

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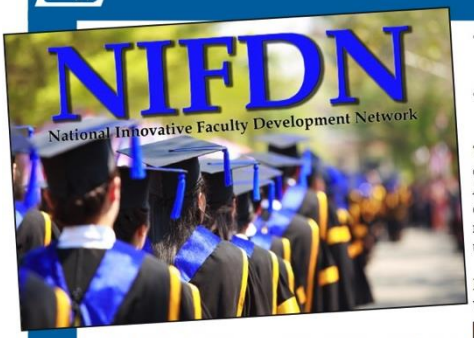
"Practical Solutions for Busy Scholars!"

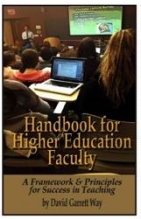


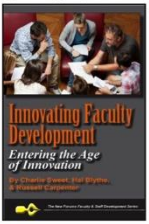
New Forums Press, in cooperation with the Noel Studio for Academic Creativity at Eastern Kentucky University, announces a new networking opportunity in the form of the National Innovative Faculty Development Network (NIFDN). The effort originates with a desire to engage faculty developers in an ongoing 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 2016 event occurs May 20) http://studio.eku.edu/2016-pedagogicon;
- 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

In the 2016 volume, the *Journal's* online edition will provide two book-length supplements in addition to its three regular issues. The first for 2016 will be the new title, *Handbook for Higher Education Faculty: A Framework & Principles for Success in Teaching* by David Garrett Way, which offers seasoned classroom advice faculty developers will want to share with instructors across their campuses. The second supplement, *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." Supplements will not be offered with the printed edition, but readers may adjust their subscriptions by contacting us at contact@newforums.com.





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