Faculty Development Center
2017 – 2018 Programs

SUMMER

Scholarship of Teaching and Learning Discussion Group √ §
July 18, 2017 ● 2:30 to 4:00 pm ● Commons 318

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments looking for clues about that? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. Lunch will be provided. Participants attending any session will receive a copy of the book, Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish by Bishop-Clark and Dietz-Uhler, Stylus Publishing, 2012.

FALL

Scholarship of Teaching and Learning Discussion Group √ §
August 31, September 27, 2017 ● 12 to 1:30 pm ● Engineering 102
October 24, and November 29, 2017 ● 12 to 1:30 pm ● University Center 310

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments looking for clues about that? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. Lunch will be provided. Participants attending any session will receive a copy of the book, Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish by Bishop-Clark and Dietz-Uhler, Stylus Publishing, 2012.

Active Learning, Inquiry Teaching (ALIT) Certificate for STEM Faculty
Fall Kickoff √
September 1, 2017 ● 12 to 1:30 pm ● Engineering 102

In this kick-off event for the third year of the certificate program in Active Learning, Inquiry Teaching (ALIT) we'll discuss strategies to help students become more expert-like in their thinking and learning. Participating faculty will share from their experiences and research in this area. The certificate program is designed to support faculty in adopting teaching practices that foster the retention of students in STEM majors and support the development of their

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students as STEM professionals. The program is open to all instructional faculty who teach courses in the Colleges of Natural and Mathematical Sciences or Engineering and Information Technology and is funded by the Colleges, the FDC, and the NIH-funded STEM BUILD at UMBC initiative. All faculty participating in the certificate program are encouraged to attend the kickoff. Lunch is provided.

Effective Grading √ § * Є
September 6, 2017 ● 12 to 1:30 pm ● Commons 329

Whether new or seasoned, faculty often struggle to manage grading. How can you speed up your grading, make feedback more useful, and gain insights about how to improve student learning? Join your colleagues to discuss best practices for making grading more efficient for you and more useful for students. We'll discuss the advantages of aligning questions on tests, quizzes, and assignments to your learning goals and of using rubrics to grade student assignments. We'll also show how using rubrics in Blackboard can integrate grading and assessment of student learning outcomes. Lunch will be provided.

Innovation for Teaching Effectiveness (INNOVATE) Certificate for Faculty in the Arts, Humanities, Social Sciences, & Social Work Fall Kickoff §
September 8, 2017 ● 12 to 1:30 pm ● University Center 310

In this kickoff event for the second year of the new certificate program in Innovation for Teaching Effectiveness (INNOVATE) we'll explore ways that faculty can adopt and refine evidence-based teaching approaches that challenge students, foster their persistence, and cultivate their development as 21st century professionals and engaged citizens. We'll connect research ideas to practice by reflecting on plans for participants' projects. This program is open to all instructional faculty—tenured/tenure-track, lecturers, and adjunct - who teach courses in the College of Arts, Humanities, and Social Sciences or the undergraduate program in Social Work and is funded by the those entities and the FDC. All faculty participating in the certificate program are encouraged to attend the kickoff. Lunch is provided.

Crafting Effective Writing Assignments √ § * Є
September 12, 2017 ● 12 to 1:30 pm ● Engineering 102

Join FDC and Writing Center staff to learn how to create writing assignments that scaffold students' writing skills, deepen their understanding and connection to the subject at hand, and prepare them to adapt these skills to other situations. We'll explore ways to help students focus on the writing process with special attention to guiding students towards effective use of the Writing Center. Lunch is provided.

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Leading in Academia: What We Didn't Learn in Grad School, But Wish We Had! *
September 14, 2017 ● 12 to 1:30 pm ● Commons 329

Interested in learning how to effectively lead colleagues, students, even senior administrators? Curious to know how leadership differs from management? Intrigued by the premise that becoming a better leader means becoming a more self-actualized human being? Then, join us for this session. We'll spend 90 minutes exploring definitions and practices of leadership, as well as what makes leading in an academic setting frustrating and invigorating all at the same time. The session will be led by Kevin Eckert, Marilyn E. Demorest Faculty Advancement Award winner, 2016-17, and David Sachs, Director, Greater Baltimore Community Leadership Program. Lunch will be provided. Co-sponsored by the FDC and the ADVANCE program.

Provost's Teaching and Learning Symposium √ § Ꞓ
September 22, 2017 ● 9 am to 2 pm ● University Center Ballroom

Please join us for the fourth annual Provost's Teaching and Learning Symposium! This symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty and staff to discuss ways to use evidence to inform teaching and learning. Samples of sessions include:

- Hrabowski Innovation Fund Fellows' and Awardees' Projects
- Pedagogical Innovation Demonstration
- Bridging Student Learning Outcomes & Student Success Analytics
- Closing the Loop with Evidence Based Interventions
- Effective and Efficient Grading
- Next Steps in Assessing Graduate Student Learning
- …as well as posters

This year's keynote address will be given by Saundra McGuire, Ph.D., author of *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation,* Stylus Publishing LLC, 2015.

Dr. Saundra Yancy McGuire is the Director Emerita of the Center for Academic Success and retired Assistant Vice Chancellor and Professor of Chemistry at LSU. Prior to joining LSU, she spent eleven years at Cornell University, where she received the coveted Clark Distinguished Teaching Award. She has delivered keynote addresses or presented workshops at over 250 institutions in 43 states and eight countries. Her latest book, Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation, was released in October 2015. The most recent of her awards is the 2017 American Chemical Society (ACS) Award for Encouraging Disadvantaged Students to Pursue Careers in the Chemical Sciences. She received her B.S. degree, magna cum laude, from Southern University in Baton Rouge, LA, her Master's degree from Cornell and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise.

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Flipping the Classroom, Part 3: Fall Book Discussion
Flipped Learning: A Guide for Higher Education Faculty √ §
October 5 & 11, 2017 ● 12 to 1:30 pm ● Engineering 102

For the third in the series of programs on Flipping the Classroom, join your colleagues for a discussion of the book, Flipped Learning: A Guide for Higher Education Faculty by Robert Talbert, Stylus, 2017. Each participant will receive a copy of the book ahead of time. Lunch will be provided.

From the publisher: "Robert Talbert, who has close to a decade's experience using flipped learning for majors in his discipline, in general education courses, in large and small sections, as well as online courses–and is a frequent workshop presenter and speaker on the topic–offers faculty a practical, step-by-step, 'how-to' to this powerful teaching method."

From the publisher's reviews: "It's the definitive book on the pedagogy, with a new and refreshing perspective. Talbert relates flipped learning to theories of motivation, cognitive load, and self-regulated learning and gives step-by-step directions for flipping your course, along with plenty of examples, answers to typical questions, and variations for hybrid and online courses."

There will be two sessions, Thursday, October 5th and Wednesday, October 11th. Register for <u>ONE</u> session only.

Iron Chef Session: Promoting Students' Responsibility √ §
October 10, 2017 ● 12 to 1:30 pm ● University Center 310

Join colleagues to creatively and collaboratively explore the theme of promoting students' responsibility for their learning by participating in a small-group situational challenge, complicated by an Iron Chef-like "secret ingredient." This light-hearted competition will offer insights into ways to apply research-based strategies for dealing with everyday classroom situations. This program is offered by the Faculty Development Center and Instructional Technology. Lunch and prizes provided.

If Only Students Would Do the Reading! Bring Your Best Idea √ §
October 18, 2017 ● 12 to 1:30 pm ● Commons 318

Have you ever planned a class activity around assigned reading, only to have it flop because students hadn't done the reading, or hadn't grasped key ideas in it? If so, how did you address it? How do you "sell" assigned readings in order to pique students' curiosity and get them to open their books? What strategies do you use to scaffold students to do difficult readings in your discipline? What do you do to help them make connections among the readings, class activities, and your course learning outcomes? How do you hold students accountable for reading?

For Bring Your Best Idea sessions, we (locally) crowdsource answers to questions such as these. Please bring your best idea for getting students to read and/or understand what they're reading to this lively, collaborative, and fast-paced sharing session. Each participant who has an idea to

share will have two minutes to describe it. No slides please, though a one-page handout to pass around is welcome. After 20-30 minutes of sharing ideas, we'll shift to Q&A and discussion. Whether or not you bring an idea to share, you'll leave this session with new food for thought and several new ideas you might try in your own course. Lunch is provided.

Closing the Loop: Using Evidence from Direct Measures to Improve Learning √ §
November 15, 2017 ● 12 to 1:30 pm ● University Center 310

As scholars, we use evidence to make claims, propose new ideas, and avoid re-inventing the wheel. Through our assessment of student learning we apply this practice to our teaching efforts. At UMBC, 88% of programs have applied student learning evidence to create interventions designed to help students succeed in the discipline. And 61% of programs have applied specific data on student learning (direct measures) to propose these improvements. Join your colleagues to discuss how you have improved student learning through evidence-based interventions—share your examples, learn new ideas, and reflect on institutional-level interventions. Lunch will be provided.

New STEM Faculty Book Discussion
November 17, 2017 ● 12:00 to 1:00 pm ● Sherman 113

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book.

Writing a Compelling Hrabowski Innovation Fund Proposal
November 28, 2017 ● 2:30-4:00 pm ● Sherman Hall 113

In this session, you'll gain insights into what makes a Hrabowski Innovation Fund proposal compelling to reviewers. We'll share tips for what reviewers are looking for in a proposal, helping you to understand what constitutes an innovative idea to enhance teaching/learning. We'll also break the proposal down into parts, discussing the purpose of each section of the proposal and the types of language to use to convey your ideas clearly and compellingly. Selection committee members and FDC staff will facilitate this session. Attendance is highly recommended for faculty and staff who plan to submit an HIF proposal.

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<div align="center">**WINTER**</div>

New STEM Faculty Book Discussion
January 18, 2018 • 12:00 to 1:00 pm • Sherman 113

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book.

Inclusive Teaching in STEM √
January 23, 2018 • 12:00 to 1:30 pm • Engineering 102

How do we make our STEM classes welcoming, encouraging, and supportive for our diverse students today? Join your colleagues for a discussion of evidence-based teaching practices that help all our students feel included and motivated—thus fostering their success. We will use ideas in the two papers below as a starting point for our conversation—please read them in advance. Lunch is provided.

Killpack, T. L., & Melón, L. C. (2016). Toward inclusive STEM classrooms: What personal role do faculty play? *CBE Life Sciences Education*, *15*(3), es3. http://doi.org/10.1187/cbe.16-01-0020

Aguilar, L., Walton, G., & Wieman, C. (2014). Psychological insights for improved physics teaching. *Physics Today*, *67*(5), 43-49. https://doi.org/10.1063/PT.3.2383

<div align="center">**SPRING**</div>

Concept Mapping √ § Ꞓ
February 6, 2018 • 12:00 to 1:30 pm • University Center 310

Have you ever wondered what's going on in your students' heads as they grapple with difficult concepts? Having students create concept maps allow you to have a glimpse into the connections students are making among ideas. These graphic representations can help them to organize and synthesize their understanding of course content. It can also provide you with insights into their thinking or allow you to assess their understanding of key concepts. In this program you'll learn more about the research bases underlying concept-mapping, as well as ways to use concept maps to help students meet your learning goals.

Unraveling Reliable Evidence: Active Learning & Information Literacy √§ Ꞓ *
February 8, 2018 • 12:00 to 1:30 pm • Engineering 102

Do your students have difficulty forming research questions? Do they struggle to evaluate sources of information for credibility? Come to this teaching demonstration and learn techniques from teaching librarians as they demonstrate active learning approaches to help students enhance their ability to do research. Presenters include library staff members Joanna Gadsby and Katy Sullivan.

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Creating Higher Order Exam Questions—Promoting and Assessing Student Learning √ § *
February 12, 2018 • 12:00 to 1:30 pm • UC 310

Do you want students to be able to apply and integrate ideas and think critically about content? Do you find it challenging to design multiple choice exam questions that allow students to demonstrate such higher order thinking? Then join this session and discuss strategies and resources to help you plan and create such questions. This session will be facilitated by FDC staff and Sarah Leupen, Biology.

Scholarship of Teaching and Learning Discussion Group √ §
February 15, 2018; March 12, 2018; AND April 18, 2018 • 12:00 to 1:30 pm • Engineering 102

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments looking for clues? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. Lunch will be provided.

Participants attending any session who are actively interested in pursuing a SoTL project will be offered copy of the book, *Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish* by Bishop-Clark and Dietz-Uhler, Stylus Publishing, 2012.

Flipped Learning Discussion Group
February 13, 2018; March 14, 2018; AND April 12, 2018 • 12:00 to 1:30 pm • Engineering 102

Faculty who attended the *Flipped Learning* book discussion in October asked the FDC to facilitate an ongoing learning community and support group for faculty who are in early stages of flipping their classrooms. This group will meet monthly during the spring semester to share ideas and approaches and to seek advice from colleagues. Discussions will be focused primarily on the basic "nuts and bolts" of flipping. FDC and DoIT staff will be on hand to answer questions.

Who should join this group?
Faculty who are planning to flip a class or who are in the early stages of doing so and who would like to collaborate on best practices are highly encouraged to attend. Experienced "flippers" are also welcome to join in and share their wisdom--and perhaps gain a few new ideas! You do not need to commit to attending all three sessions in order to participate.

Bring Your Best Idea: Shifting Student Mindset √ §
February 21, 2018 • 12:00 to 1:30 pm • Commons 329

Preparing all students to succeed in your course and beyond is a tall challenge, and it can be even more complicated if students arrive the first day of class already suspecting that they may not have what it takes. What sorts of strategies do you use to build your students up for success?

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How do you encourage them to persevere through difficult material or assignments? What sorts of grading practices do you use to reward true effort, even when the results may be less than perfect? How do you assure students that failure is a valuable part of the learning process?

For Bring Your Best Idea sessions, we (locally) crowdsource answers to questions such as these. Please bring your best idea for encouraging a growth mindset in students to this lively, collaborative, and fast-paced sharing session. Each participant who has an idea to share will have two minutes to describe it. No slides please, though a one-page handout to pass around is welcome. After 20-30 minutes of sharing ideas, we'll shift to Q&A and discussion. Whether or not you bring an idea to share, you'll leave this session with new food for thought and several new ideas you might try in your own course. Lunch is provided.

Spring Book Discussion √ §
Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization
February 26, 2018 OR March 1, 2018 • 12:00 to 1:30 pm • Commons 329 (Choose one session)

Join your colleagues for a discussion of the book, *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization* by Cia Verschelden, Stylus, 2017. Each participant will receive a copy of the book ahead of time. Lunch will be provided.

Excerpted from the publisher: Verschelden uses "bandwidth" as a metaphor for cognitive and emotional resources—she analyzes how nonmajority students' cognitive loads can be impacted by experiences of economic insecurity, discrimination, and hostility based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference. The chronic stress of systematic oppression can result in decreased physical and mental health and social and economic opportunity. People who are operating with depleted mental bandwidth are less able to succeed in school, are much less likely to make it to college, and, if they do, are less likely to persist to graduation.

To help students recover bandwidth, the author presents evidence-based interventions, including strategies for promoting a growth mindset and self-efficacy, for developing supports that build upon students' values and prior knowledge, and for creating learning environments both in and out of the classroom so students can feel a sense of belonging and community. She addresses issues of stereotyping and exclusion and discusses institutional structures and processes that create identity-safe rather than identity-threat learning environment.

There will be two sessions, Monday, February 26th and Thursday, March 1st. Register for <u>ONE</u> session only.

NEW! LEADERSHIP & TEACHING SERIES: Bridging Student Learning Outcomes and Student Success Analytics √ §
March 7, 2018 • 12:00 to 1:30 pm • Commons 329

Join faculty and staff as they discuss UMBC's evolving efforts to assess student learning and success. How can we integrate student learning outcomes data and student success data systematically so we can more effectively use the results? In this interactive presentation, you'll

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learn about institutional-level efforts to make this work easier along with examples from programs that have triangulated these data to inform (and measure) interventions. Presenters include **Sherri Braxton-Lieber**, Instructional Technology; **Tom Penniston**, Instructional Technology; **Jill Randles**, Office of Undergraduate Education; and **Liz Stanwyck**, Mathematics and Statistics.

What Do I Need in an Active Learning Classroom?
March 13, 2018 • 12:00 to 1:30 pm • Eng. 102 OR Commons 329

Faculty are invited to a conversation with members of the Classroom Committee and Facilities Management to talk about desired features of classroom design—specifically in active learning spaces. This session will provide an opportunity for faculty to describe the kinds of features that best facilitate the teaching approaches they prefer. This information will help these groups better understand the teaching and learning needs for spaces on campus. Lunch will be provided so please register in advance.

NEW! LEADERSHIP & TEACHING SERIES: Closing the Loop √ §
March 29, 2018 • 12:00 to 1:30 pm • Commons 329

Each semester faculty and staff gather to discuss student learning challenges and achievements and collaborate on ways to improve. Join your colleagues to discuss how you have improved student learning through evidence-based interventions—share your examples, learn new ideas, and reflect on institutional-level interventions. Or bring a learning challenge to discuss with your colleagues. Lunch will be provided.

Iron Chef: How to Get Students to Think Critically √ §
April 3, 2018 • 12:00 to 1:30 pm • UC 310

How do we encourage students to think critically? Join colleagues to creatively and collaboratively explore this theme in a small-group situational challenge complicated by an Iron Chef-like "secret ingredient." This light-hearted competition will offer insights into ways to apply research-based strategies for dealing with everyday classroom situations. This program is offered by the Faculty Development Center in collaboration with Instructional Technology. Lunch and prizes will be provided.

Improving Students' Written Communication of Quantitative Information √
April 10, 2018 • 12:00 to 1:30 pm • Engineering 102

In many fields, students need to develop the ability to communicate complex quantitative data, including the evidence that supports their interpretation of data. In this workshop, we'll demonstrate an intervention that STEM and social science instructors can adopt to effectively support students' learning to write clear, concise, and accurate *comparative evidence* statements–statements such as, "The incidence of X is 3 times higher than the incidence of Y." Interpreting such statements represents a crucial step in the analysis of many kinds of data. The approach we'll demonstrate parses the syntax of evidence statements into meaningful chunks that help students understand the data. Focusing on these statements has been shown to improve students' writing and facilitate grading.

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Webinar: Collaborative Learning Approaches that Support Neurodiverse Students
April 19, 2018 • 2:00 to 3:00 pm • Engineering 102

Join the Faculty Development Center to view the live webinar entitled "Collaborative Learning Approaches that Support Neurodiverse Students."

Many of today's students will come to campus with numerous forms of mental, emotional, and social challenges. In any given class, you may have students with PTSD, mental disorders, learning disabilities, or previous emotional trauma. Students with these characteristics, also referred to as neurodiverse students, are often quiet and introverted in collaborative settings, thus impacting their classroom performance. What strategies can you leverage to establish a classroom environment where ALL students feel comfortable contributing to collaborative learning activities?

The Magna Online Seminar, **Collaborative Learning Approaches that Support Neurodiverse Students**, will be presented by Flower Darby. You'll explore ways of applying Universal Design for Learning (UDL) principles to collaborative learning tasks to support students who find difficulty thriving in group learning situations. This seminar goes beyond the simple "how-to" of implementing group work and delves into the different challenges you face when implementing collaborative learning experiences and how you can create success for all kinds of students with all kinds of conditions and backgrounds.

Writing a Compelling Hrabowski Innovation Fund Proposal
April 24, 2018 • 2:30-4:00 pm • Commons 318

In this session, you'll gain insights into what makes a Hrabowski Innovation Fund proposal compelling to reviewers. We'll share tips for what reviewers are looking for in a proposal, helping you to understand what constitutes an innovative idea to enhance teaching/learning. We'll also break the proposal down into parts, discussing the purpose of each section of the proposal and the types of language to use to convey your ideas clearly and compellingly. Two selection committee members and FDC staff will facilitate this session. Attendance is highly recommended for faculty and staff who plan to submit an HIF proposal.

ALIT End of Year Celebration √
April 27, 2018 • 12:00 to 1:30 pm • Engineering 102

Join your ALIT colleagues for a year-end review of lessons learned about ways to foster the retention of students in STEM majors and support the development of students as STEM professionals. The first cohort of faculty are finishing their requirements, and the second cohort are almost half-way through. Now is a great time to reflect, take stock, and celebrate! In this year's final discussion, we will also share strategies participants have used to promote student learning, and discuss a new research reading. The article will be sent to registered participants.

This event is for participants who have applied and been accepted to participate in the Active Learning, Inquiry Teaching (ALIT) Certificate program. Both those in the first or second year of the program are strongly encouraged to attend. Lunch will be provided.

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INNOVATE End of Year Celebration §
May 4, 2018 • 12:00 to 1:30 pm • Engineering 102

In this year's final discussion, we will review lessons learned, share strategies participants have used to promote student learning, and discuss how your Teaching Improvement Projects are taking shape.

This event is for participants who have applied and been accepted to participate in the Innovation for Teaching Effectiveness (INNOVATE) Certificate program. Both those in the first or second year of the program are encouraged to attend.

Faculty Learning Communities (FLCs) End of Year Celebration √ §
May 11, 2018 • 12:00 to 1:30 pm • Library 7th Floor

To learn more about the FLC program, please come to the FLC Open House where participants in the current FLCs will present the outcomes of their work. The facilitators of proposed FLCs and FDC staff will be on hand to answer your questions. Further information about FLCs is our website: http://fdc.umbc.edu/learning-communities/faculty-learning-communities/.

New STEM Faculty Book Discussion
May 8, 2018 • 12:00 to 1:00 pm • Sherman 113

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book.

NEW! LEADERSHIP & TEACHING SERIES
UMBC's Faculty Development Center Launches the Leadership & Teaching Series!

Sessions in this series are designed to help you to reflect on challenges in teaching facing higher education and how you, in your role as a formal or informal leader at UMBC, can contribute to innovative solutions. Faculty and staff colleagues will address specific challenges in interactive presentations designed to help you explore key questions, for example,

- How can you use research to improve teaching, learning, and curriculum design?
- How can you connect to other teaching leaders to identify common challenges and devise shared solutions?
- How can you contribute to a collaborative culture of evidence-based teaching to improve student learning?
- How can you identify policies, processes, and technologies that make it easier to gather and use evidence of student learning?

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Who should attend?
- Chairs, deans, graduate program directors, and others in formal leadership roles
- Faculty and staff with informal leadership roles or who aspire to be campus leaders

We launch our series in early March with **Bridging Student Learning Outcomes and Student Success Analytics**, an interactive program that demonstrates how faculty and staff integrate assessment and learning analytics data to improve student success. Our second program, **Closing the Loop,** invites you to share evidence of learning challenges and collaborate with colleagues on potential solutions.

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