| Faculty Learning Community Application **2021-22** | |
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| Applicant Information | |
| Name: | Status:  \_\_\_ Tenure-track faculty \_\_\_ Lecturer/Sr. Lecturer  \_\_\_ Part-time faculty/Adjunct \_\_\_ Staff |
| Office Phone: |
| Department: | Course(s) that you teach: |
| Email Address: | Number of years teaching/working at UMBC: \_\_\_\_\_\_ |
| WHICH FLC(s) ARE YOU APPLYING FOR?Although you may only participate in one FLC, you may choose more than one to apply to, ranking them 1, 2, 3, 4, 5 below to indicate your order of preference. We will try to accommodate your first choice. Descriptions of all the proposed FLCs are at the end of this application form. PLEASE SELF-NOMINATE TO FACILITATE A FLC IF YOU HAVE AN INTEREST IN DOING SO. | |
| \_\_\_\_ **Faculty Mentoring Faculty and Graduate Students** (proposed by Suzanne Braunschweig, GES)  \_\_\_\_ **Fostering Pedagogies that Engage and Support Transfer Students** (proposed by Sarah  Jewett, Provost’s Office)  \_\_\_\_ **Inclusive Teaching** (proposed by FDC staff)  \_\_\_\_ **SoTL Writing Accountability** (proposed by Liz Stanwyck, MATH & STAT)  \_\_\_\_\_ **Teaching Creativity Across Disciplines** (proposed by FDC staff) | |
| Background & interest Please respond to the following questions in reference to your **first choice** of FLCs. | |
| 1. Why would you like to participate in this faculty learning community? | |
| 1. Do you have some experience or information relevant to this topic? If so, please describe briefly. | |
| 3. What changes in your teaching practice might you be interested in making through participating in the FLC? | |

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| **FALL 2021 SCHEDULE**  Please mark the times during which you will ***not*** be regularly available during the fall semester. | | | | | | |
|  | Monday | tuesday | wednesday | thursday | | friday |
| 8:00-8:50 |  |  |  |  | |  |
| 9:00-9:50 |  |  |  |  | |  |
| 10:00-10:50 |  |  |  |  | |  |
| 11:00-11:50 |  |  |  |  | |  |
| 12:00-12:50 |  |  |  |  | |  |
| 1:00-1:50 |  |  |  |  | |  |
| 2:00-2:50 |  |  |  |  | |  |
| 3:00-3:50 |  |  |  |  | |  |
| 4:00-4:50 |  |  |  |  | |  |
| 5:00-5:50 |  |  |  |  | |  |
| Signatures | | | | | | |
| **APPLICANT:** If I am selected to participate in the Faculty Learning Community, I agree to participate fully in the community’s activities. I will attend all meetings and participate in the activities, readings, projects and reports associated with this learning community. I will share things I learn with other faculty members. | | | | | | |
| Signature of applicant (electronic or scanned): | | | | | Date: | |
| **DEPARTMENT CHAIR/SUPERVISOR:** I endorse the above applicant’s participation in the Faculty Learning Community and will value the curricular and pedagogical work completed by acknowledging the time commitment required by the FLC. | | | | | | |
| Chair/Supervisor Name (typed/printed): | | | | | | |
| Signature of Chair/Supervisor (electronic or scanned^): | | | | | Date: | |

^An email from your chair to [fdc@umbc.edu](mailto:fdc@umbc.edu) endorsing your participation will be accepted in lieu of an electronic or scanned signature.

Please submit your application by email to [fdc@umbc.edu](mailto:fdc@umbc.edu) **by Monday, June 21, 2021**. Applicants will be notified of their acceptance to an FLC as soon as possible pending the budget process.

**1. Faculty Mentoring Faculty and Graduate Students**

**DESCRIPTIONS OF PROPOSED FLCs**

**2021-22**

(proposed by Suzanne Braunschweig, GES)

Mentoring is an often intangible function that many faculty perform for their colleagues and graduate students. Peer-to-peer mentoring has been shown to support faculty members’ success and satisfaction across our careers. It can enhance teaching effectiveness, research productivity, retention, recruitment, productivity and satisfaction. Likewise, thoughtful and deliberate mentoring of graduate students can be important to their successful inculcation into the profession. Both of these forms of mentoring may also contribute to a healthy, positive organizational climate. Yet few of us are trained in how to be good mentors to one another.  With the aim of developing our knowledge and abilities to serve as good mentors to peers and graduate students, this FLC will explore such questions as:

* How can we be better at “showing up” for our colleagues and grad students?
* What are various the roles that faculty mentors can play?
* What are the various domains of development for which can faculty mentors provide guidance?
* What are the characteristics of effective mentoring and qualities of effective mentors?
* How can we lay the foundation and set the tone for good mentor-mentee relationships?
* How can we create stronger connections with colleagues in our own departments and/or across campus through mentoring?

We will take up such questions as these in this FLC, and participants will gain a deeper understanding of their approach to and process for being a good mentor, how to balance mentoring with self-care, and a stronger sense of community in general, either within their own department, or across disciplines.

**2. Fostering Pedagogies that Engage and Support Transfer Students**   
(proposed by Sarah Jewett, Provost’s Office)

This year, the National Institute for the Study of Transfer Students (NISTS) framed transfer as a social justice and equity issue. How might that classification shape our pedagogical practices in the classroom? Recognizing the heterogeneity of transfer students, how can we leverage their strengths and support their areas of growth? Though transfer issues are often considered to be the domain of admissions, advising or student affairs, what are our roles and responsibilities as instructors to engage and support transfer students? Taking into account the interests and questions of our group, we will explore and discuss best pedagogical practices across different disciplines and consider what it means as faculty members to approach transfer from an equity/social justice perspective. This exploration may grow into scholarship of teaching and learning (SoTL) projects that can contribute to the gap in literature on this topic.

**3. Inclusive Teaching**   
(proposed by FDC staff)

Students' unique perspectives often lead to fascinating moments and steer conversations in directions you could never have anticipated. But in an insensitive and unsupportive environment, differences also have the potential to create barriers to achievement and success. Participants in this FLC will explore and reflect on a variety of strategies and practices that engage and challenge all students, especially those at risk of being marginalized. One of the goals of the group will be to increase awareness of how some teaching practices favor the identities, experiences, and backgrounds of some students more than those of others. As a group we will explore practical ways to enhance the inclusive nature of course learning materials, class activities and assignments, and the learning environment in order to better support students of many different abilities, identities, and backgrounds.

**4. SoTL Writing Accountability**   
(proposed by Liz Stanwyck, MATH & STAT)

Are you sitting on data or findings from a study of your teaching or your students’ learning that you would like to make public? If so, this is the group for you. This FLC will be about supporting and holding one another accountable for completing analyses and writing up our scholarship of teaching and learning (SoTL) studies. Along the way, we may listen to mini-presentations, talk each other through writing blocks or analytical conundrums, share drafts, or just sit and write together (virtually or possibly in the same physical space and time). But no matter what, we will commit to finishing manuscripts and/or conference proposals by the end of the academic year. Deal? Deal!

**5. Teaching Creativity Across Disciplines**   
(proposed by FDC staff)

A goal of universities is to graduate creative thinkers who can tackle complex, real-world challenges and develop innovative solutions. We know that being able to consider problems flexibly from multiple perspectives and generate many ideas and approaches tends to foster more innovative solutions. Research shows that such abilities are not limited to a few individuals fortunate enough to have inherited a “creativity gene.” They can be nurtured and learned by anyone, and they are teachable in any discipline.

In this FLC, we will investigate the research base on the teaching of creativity and the cultivation of a generative, flexible mindset. We’ll explore how to nurture in our students the ability to make connections and think metaphorically. We’ll also consider how creativity relates to taking risks, being curious, thinking critically, working collaboratively, fostering tenacity, engendering empathy, and learning to deal with ambiguity. As outcomes of our work, we will aim to design classroom activities that inspire creative thinking and/or innovative assignment ideas and formats, which will result in artifacts that showcase our students’ creative abilities.