| Faculty Learning Community Application **2022-23** | |
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| Applicant Information | |
| Name: | Status:  \_\_\_ Tenure-track faculty \_\_\_ Prof. of the Practice  \_\_\_ Lecturer/Sr. Lect./Pr. Lect. \_\_\_ Clinical Faculty  \_\_\_ Part-time faculty/Adjunct \_\_\_ Staff |
| Phone: |
| Department: | Course(s) that you teach: |
| Email: | 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 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. | |
| \_\_\_\_ **Teaching Creativity Across Disciplines**  \_\_\_\_ **Flexible, Alternative, or “Un”grading Strategies**  \_\_\_\_ **Inclusive Writing Pedagogies**  \_\_\_\_\_ **Contemplative Pedagogies** | |
| 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 2022 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 |  |  |  |  | |  |
| FORMAT FLC format will be determined by the preference of the facilitators and the majority of the applicants. | | | | | | |
| Which FLC format do you prefer? \_\_\_ In person \_\_\_ Online \_\_\_ No Preference | | | | | | |
| Notes (if needed): | | | | | | |
| 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 Friday, June 17, 2022**. Applicants will be notified of their acceptance to an FLC as soon as possible pending the budget process.

**DESCRIPTIONS OF PROPOSED FLCs**

**2022-23**

**1. Teaching Creativity Across Disciplines**

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, including how to nurture our students’ ability to make connections and think metaphorically, take risks, be curious, think critically, and learn 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.

**2. Flexible, Alternative, or “Un”grading Strategies**

The starting point for this FLC will be discussions and exploration around such questions as, 1) Why do we grade? 2) How does it feel to be graded? 3) What do we want grading to do (or not do) in our classes? 4) How does feedback function in relation to grades? and 5) What would happen if we didn’t grade?\*

Participants will investigate the research base for “ungrading” practices and will implement one or more of these approaches in their own classes. Using the lens of the Scholarship of Teaching and Learning (SoTL), participants’ work in the FLC will culminate in research projects (individual or collaborative) that may be shared within the broader UMBC community, at conferences, and/or in scholarly publications.

\*These questions were raised by Jesse Stommel in his 2018 article, “[How to Ungrade](https://www.jessestommel.com/how-to-ungrade/).”

**3. Inclusive Writing Pedagogies**

The diversity present in our classrooms is one of our greatest strengths, yet some common practices in assigning and assessing student writing may (often unintentionally) marginalize or demoralize students, especially racial, linguistic, or other minority students. Practices that seem on the surface to be designed to help students learn to write or learn through writing may in fact give them the sense that they don’t belong in the class/major, or they can’t write.

This FLC is for all faculty who assign writing to help students learn subject matter or to learn to write in their disciplines. We will explore ideas and approaches to question and improve our own practices in nurturing novice writers, honoring the diversities in the room, and responding to students' writing equitably. Community members will support one another in developing inclusive approaches to assignment design, classroom practices that support diverse student writers, and/or equitable forms of assessing and providing feedback on students’ writing.

**4.** **Contemplative Pedagogies**

This FLC will explore teaching methods that integrate meditative or other contemplative practices into teaching. Intentionally incorporating such approaches in our classroom practice can promote increased focus, concentration, and self-knowledge in students and foster students’ deep engagement with course material. Requiring students to explore course content both cognitively and emotionally can allow students to “find more of themselves in their courses,” according to Barbezat and Bush in *Contemplative Practices in Higher Education*, promoting more meaningful and lasting learning.

We will investigate both the theory and practice of contemplative pedagogy. During the fall semester, we will read about the topic and try out various contemplative practices in the group. In the spring, we will each experiment with the use of a contemplative teaching technique in one of our own classes. We will also plan ways to assess and evaluate how adding contemplative pedagogies impacts our students’ learning.