
Faculty Development Center 2018 – 2019 Programs

Please Note: Registration is required for all programs to ensure adequate seating and food. Please register via myUMBC: <https://my.umbc.edu/groups/fdc/events>.

SUMMER

**Scholarship of Teaching and Learning Discussion Group √ §
Tuesday, July 17, 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 publishing a scholarship of teaching and learning project. Lunch is provided.

FALL

**Scholarship of Teaching and Learning Discussion Group √ §
Thursday, August 30, 2018; Monday, September 17, 2018;
Wednesday, October 24, 2018; AND Tuesday, November 27, 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 publishing a scholarship of teaching and learning project. Each session will focus on a specific topic based on an interest survey of the group. The specific topic for each meeting will be announced on the myUMBC registration page. Lunch is provided.

**Active Learning Inquiry Teaching (ALIT) Certificate for STEM Faculty
Fall Kickoff √
Friday, August 31, 2018 • 12:00 to 1:30 pm • Engineering 102**

In this kick-off event for the fourth 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 research-based teaching practices that foster the retention of students in STEM majors and support the development of their 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.

* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend
√ Program counts toward the ALIT certificate
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Designing, Scaffolding, & Grading Assignments Using Bloom's Taxonomy * √ § €

Wednesday, September 5, 2018 • 12:00 to 1:30 pm • University Center 310

What's Bloom's Taxonomy, you're wondering? No, it's not a classification system used by gardeners! Bloom's Taxonomy for Teaching, Learning, and Assessment is a powerful tool that can help you identify learning goals within your course that reflect different levels of cognitive challenge, and then help you to help students achieve them. In this workshop, we'll walk through some ways to apply Bloom's Taxonomy to design assignments that will provide students a better learning experience and give you a better picture of what they know and can do. Bring your syllabus, an assignment you'd like to tweak, or a topic in your course you'd like to figure out how to assess better. Lunch is provided.

Innovation for Teaching Effectiveness (INNOVATE) Certificate for Faculty in the Arts, Humanities, Social Sciences, & Social Work Fall Kickoff § **Friday, September 7, 2018 • 12:00 to 1:30 pm • Engineering 102**

In this kickoff event for the third 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; it 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.

Bring Your Best Idea: Inclusive Teaching √ § **Monday, September 10, 2018 • 12:00 to 1:30 pm • Engineering 102**

Course climate encompasses such elements as the nature and quality of student-faculty and student-student interaction, the tone instructors set, course demographics, and the range of voices and perspectives represented in the content and materials. Such climate-related factors have been shown to affect—positively or negatively—students' learning, as well as their overall experience in a course. What sorts of classroom practices have you adopted to create a maximally inclusive environment for students? What approaches have you tried for mitigating students' loss of cognitive or emotional "bandwidth" or to avoid triggering stereotype threat? Can you share an intervention you've tried that promotes a growth mindset in students and/or improves their sense of self-efficacy? How do you write your syllabus or conduct your first few days of class to establish a welcoming environment and help students to perceive you as approachable? What sorts of ground rules do you set for discussions and classroom interaction to ensure that it is civil, constructive, and motivating to all students?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for inclusive teaching to this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will have the opportunity to reflect on the theme and write a brief description of a problem or a strategy related to the theme. Anyone who has an idea to share with the whole group 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

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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.

Great Teachers Talk About Teaching *
Tuesday, September 11, 2018 • 12:00 to 1:30 pm • Commons 329

Join your colleagues for an engaging discussion on teaching, including ideas on: helping students achieve your goals for their learning, dealing with various challenges in teaching we all face, and keeping your teaching fresh and exciting over time. A panel of senior faculty at UMBC, all teaching award winners, share their insights gleaned from many years of practice and reflection on teaching. All faculty are welcome. Lunch will be provided. Panelists include: Amy Froide (History), Jason Kestner (Physics), and Calla Thompson (Visual Arts). Lunch is provided.

Teaching Large Classes Discussion Group
Wednesday, September 12, 2018; AND Thursday, November 1, 2018 •
12:00 to 1:30 pm • Engineering 102

Teaching large classes poses special challenges on almost every level: engaging students in class, providing students with support outside of class, and managing the grading load. Join your colleagues in this discussion group to share favorite practices that address these issues. This group will meet twice during the fall semester to share ideas and approaches and to seek advice from colleagues. FDC staff will be on hand to offer resources. You do not need to commit to attending both sessions in order to participate. Lunch is provided.

Taking Outcomes to Scale: Technology Solutions to Support Assessment Webinar
Friday, September 21, 2018; AND Friday, September 28, 2018 • 10:00 am to 12:00 pm • Online or Live in Engineering 102

Looking for ways to organize learning assessment evidence so you can use it more effectively? Our webinars invite institutional teams to explore a taxonomy of assessment technologies, a planning process to integrate and systematize outcomes data, and an evaluation tool to consider appropriate tools for your program or institution. In the first two-hour session, we will present our three tools, as illustrated by UMBC's efforts. Between sessions, we invite your team to apply the tools to your own school or program. The second session challenges you and your colleagues to share what you've learned, help us refine and improve the tools, and enhance our collaborative capacities for data-enriched decision making across the University System of Maryland.

We offer two sessions, scheduled one week apart to allow time for your team to apply the tools, discuss, and prepare to share their examples. Please register for BOTH sessions, though all are welcome at either or both sessions. This program is sponsored by the William E. Kirwan Center for Academic Innovation and features Jennifer M. Harrison, Associate Director for Assessment, Faculty Development Center and Sherri N. Braxton, Senior Director for Instructional Technology at UMBC.

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Fall Book Discussion √ §

Life beyond Grades: Designing College Courses to Promote Intrinsic Motivation

Thursday, September 27, 2018 • 12:00 to 1:30 pm • Commons 329 OR

Monday, October 1, 2018 • 12:00 to 1:30 pm • Engineering 102 (Choose one)

Join your colleagues for a discussion of the book, *Life beyond Grades: Designing College Courses to Promote Intrinsic Motivation* by Martin V. Covington, Linda M. von Hoene, and Dominic J. Voge, Cambridge University Press, 2017. Each participant will receive a copy of the book ahead of time. Lunch is provided.

Excerpted from the publisher: This book raises the question of whether or not educators can promote intrinsic motivation among college students when they seem overwhelmingly focused on grades. Indeed, can there be life beyond grades? The answer is ‘Yes.’ A love of learning can coexist, even thrive, in the face of competing pressures from grades. Drawing on recent, groundbreaking classroom research, the authors articulate a new understanding of the causes of the stalemate between intrinsic and external motivation, so that a reconciliation between them can be achieved. Then the authors apply a powerful set of motivational and pedagogical principles to lay out a step-by-step blueprint for designing and teaching college courses that promote intrinsic motivation as a primary educational goal in its own right, above and beyond knowledge and skill acquisition. This practical blueprint draws on authentic case study examples from a variety of subject-matter disciplines.

**There will be two sessions, Thursday, September 27 and Monday, October 1.
Register for ONE session only.**

Iron Chef: Active Learning √ §

Wednesday, October 3, 2018 • 12:00 to 1:30 pm • University Center 310

How do we use active learning to help students achieve our goals? 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 are provided.

CANCELLED DUE TO UNIVERSITY CLOSURE (WATER OUTAGE)

Provost’s Teaching and Learning Symposium √ § €

Friday, October 12, 2018 • 9:00 am to 2:00 pm • University Center Ballroom

Please join us for the fifth 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 transformative learning experiences. Samples of sessions include:

- Hrabowski Innovation Fund Fellows’ and Awardees’ Projects
- Innovative ways to use the new Blackboard Ultra
- High Impact Practices
- Bridging Student Learning Outcomes & Student Success Analytics
- Curriculum Mapping

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- Teaching for Inclusive Excellence
- ...as well as posters

This year's keynote address will be given by Randy Bass. Randy Bass is Vice Provost for Education and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and the Red House incubator for curricular transformation and co-directs the Hub for Equity and Innovation in Higher Education. For 13 years he was the Founding Executive Director of Georgetown's Center for New Designs in Learning and Scholarship (CNDLS).

He has been working at the intersections of new media technologies and the scholarship of teaching and learning for thirty years. From 2003-2009 he was a Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching, where he served, in 1998-99, as a Carnegie Fellow. In 1999, he won the EDUCAUSE Medal for Outstanding Achievement in Technology and Undergraduate Education. Bass is the author and editor of numerous books, articles, and electronic projects, including (with Bret Eynon), *Open and Integrative: Designing Liberal Education for the New Digital Ecosystem* (2016) and (with Jessie Moore), *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (2017).

Graduate TAs are welcome to attend.

LEADERSHIP & TEACHING SERIES: Bridging Student Learning Outcomes and Success Data √ §

Thursday, October 18, 2018 • 12:00 to 1:30 pm • University Center 310

When institutions bridge student learning outcomes and success data, they gain capacity to aggregate, disaggregate, and reaggregate learning data to answer targeted questions about student learning, achievement gaps, and intervention effectiveness. Integrating direct and indirect evidence can yield deeper understanding of student performance, add depth and nuance to predictive analytics, and offer insights that can foster equity through enhanced capabilities to pinpoint achievement gaps. This program is designed to help faculty, staff, and other campus leaders create a culture of data-informed decision making, empowering them to synthesize evidence into decisions that foster inclusive excellence.

In this interactive presentation, you'll learn how your UMBC colleagues are integrating and interpreting direct and indirect data to gain deeper understanding of how students are learning and where they need additional support. Lunch is provided.

LEADERSHIP & TEACHING SERIES: Closing the Loop and Bridging Outcomes and Analytics Discussion Group √ § €

Tuesday, November 6, 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 using direct measure data to close the assessment loop. Beginning in Fall 2018, we invite you to enrich our discussions by sharing how you bridge classroom assessment data to REX resources to deepen your insights about student success. Join your colleagues to discuss how you have improved student learning through evidence-based interventions—share your data and analysis, learn new ideas, and reflect on program- and institutional-level

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interventions. Bring your examples, questions, suggestions, and challenges to discuss with colleagues; in exchange, discover new tools, ideas, processes, and the kinds of action research questions being explored across campus. Lunch is provided.

New STEM Faculty Book Discussion ✓
November 13, 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.

Writing a Compelling Hrabowski Innovation Fund Proposal
Thursday, November 29, 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 and 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.

WINTER

New STEM Faculty Book Discussion ✓
January 10, 2019 • 12:00 to 1:00 pm • Commons 328

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.

Teaching STEM ✓
Tuesday, January 15, 2019 • 12:00 to 1:30 pm • Commons 329

How do we make our STEM classes inclusive and effective for our diverse students today? Join your colleagues for a discussion of evidence-based teaching practices that help support all students as learners. We will use ideas in the three papers below as a starting point for our conversation—please read them in advance. Lunch is provided.

- [On faculty development of STEM inclusive teaching practices](#) by Bryan Dewsbury in *FEMS Microbiology Letters*, 364, 2017, fnx179
- Enhancing diversity in college science with active learning by Cissy Ballen in J. J. Mintzes & E. M. Walter (Eds.), *Active learning in college science: The case for evidence-based practice*. New York, NY: Springer Nature, forthcoming 2019. (Available on myUMBC)
- [When group work doesn't work: Insights from students](#) by Yunjeong Chang and Peggy Brickman, *CBE Life Sciences Education* 17:ar52, 1-17, Fall 2018

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**INNOVATE Certificate Book Discussion §
*Creating Engaging Discussions: Strategies for “Avoiding Crickets” in Any Size Classroom and Online***

January 22, 2019 • 12:00 to 1:30 pm • Engineering 102

Join your INNOVATE Certificate colleagues for a discussion of the book, *Creating Engaging Discussions: Strategies for “Avoiding Crickets” in Any Size Classroom and Online* by Jennifer H. Herman and Linda B. Nilson, Stylus Publishing, 2018. This session is being planned in response to requests from several participants that we plan another program just for INNOVATE participants. Each participant will receive a copy of the book ahead of time. Lunch is provided.

SPRING

Fundamentals of Active Learning * √ § €

Monday, February 4, 2019 • 2:30 to 4:00 pm • Commons 329 OR

Tuesday, February 12, 2019 • 12:00 to 1:30 pm • Engineering 023

Are you looking for ways to make your lecture more interactive? Would you like your students to engage in disciplinary thinking in class? Would you like to know how well they are understanding your lecture in real time? Incorporating active learning opportunities into your classes may be the solution! Join the FDC staff to learn about what active learning is, its purpose and fundamental principles, and the many different ways to implement active learning to support your goals for student learning. To prepare for the session, think about a specific course you are teaching in which you would like to try active learning and what your goals would be for the active learning activity. You will leave this session with concrete examples to make your vision a reality. An afternoon snack or lunch is provided.

There will be two sessions, Monday, February 4 at 2:30 p.m. and Tuesday, February 12 at 12:00 p.m. Please register for ONE session only.

Enhancing the Teaching and Learning Journey with Blackboard Ultra *

Wednesday, February 6, 2019 • 12:00 to 1:30 pm • UC 310

How can you make Blackboard Ultra work effectively for you and your students? Join this panel presentation to learn from staff and faculty experts who have been piloting the new interface for the past year. Find out how UMBC's learning management system has evolved and what's changed, discuss the underlying pedagogy and how to use it to improve student learning, review best practices for Ultra's various features, and evaluate your course's readiness to upgrade to the Ultra Experience. Panelists include Mariann Hawken (Instructional Technology, Moderator and Presenter), Mary Tabaa (Education), Gary Williams (Emergency Health Services), and Kate Hemmis (Sociology, Anthropology, and Health Administration and Policy). Moderated by Mariann Hawken (Instructional Technology). Lunch is provided.

Slide Design Principles that Support Learning * √ § €

Thursday, February 7, 2019 • 12:00 to 1:30 pm • UC 312

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Are your class slide presentations lacking pizzazz? Did you inherit a tired slide deck and syllabus from a colleague who previously taught your course? Do you find yourself relying on slides to repackaging your lecture notes for students? Come to this session to learn principles that will help you streamline your slides, visually engage students, highlight key concepts, and ultimately improve learning outcomes. Lunch is provided.

Scholarship of Teaching and Learning Discussion Group √ §
Wednesday, February 13, 2019; Monday, March 11, 2019; AND Thursday, April 18, 2019 • 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 publishing a scholarship of teaching and learning project. Each session will focus on a specific topic based on an interest survey of the group. The specific topic for each meeting will be announced on the myUMBC registration page. Lunch is provided.

RESCHEDULED FOR 4/3 DUE TO WEATHER
Panel Discussion on Teaching Writing in the Disciplines √ §
Wednesday, February 20, 2019 • 12:00 to 1:30 pm • Commons 329

Looking for new ideas to help your students develop their writing abilities? This panel will showcase activities and assignments that develop students' disciplinary writing abilities and genre knowledge. Panelists Cheryl North and Kimberly Feldman (Education), Nianshen Song (History), and Jasmine Abrams (Psychology) will share learning goals, activities, assignments, and assessments they have developed for writing intensive courses in their disciplines. This program is held in collaboration with the Writing Board. Lunch is provided.

LEADERSHIP & TEACHING SERIES:
Using Curriculum Mapping to Synthesize Student Learning Part 1 √ §
Thursday, February 21, 2019 • 12:00 to 1:30 pm • UC 312

How can faculty collaborate to build programs that scaffold student learning, align learning opportunities, and measure and improve that learning? Curriculum mapping offers a visual tool to collectively analyze and address these challenges. Join us for a kinesthetic, hands-on mapping experience to create a shared vision for student learning across courses and programs. Lunch is provided.

Please also join us for Using Curriculum Mapping to Synthesize Student Learning Part 2 (though you are not required to attend both sessions). Part 1 focuses on scaffolding student learning across learning opportunities. Part 2 challenges participants to integrate learning outcomes within learning opportunities.

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LEADERSHIP & TEACHING SERIES:

Bridging Student Learning Outcomes and Success Analytics √ §

Monday, February 25, 2019 • 12:00 to 1:30 pm • Commons 329

What are your questions about student learning and success? Do you know how to access the data that can answer those questions? Discover how your colleagues are working to create a culture of data-informed decision making by synthesizing direct and indirect evidence. Gain insights into how you can use evidence to deepen your knowledge about how students are learning and where they need additional support. Presenters include Liz Stanwyck (Mathematics and Statistics), Thomas Penniston (Instructional Technology), and Valerie Nelson (Instructional Technology). Lunch is provided.

Bring Your Best Idea: Small Group Work √ §

Tuesday, February 26, 2019 • 12:00 to 1:30 pm • Engineering 102

How do you make sure your students are on task and learning what you want them to learn from small group activities? How do you deal with “loafers” and “dominators,” and what if students complain that they “hate group work”? Should you grade or otherwise incentivize student participation in group work, and if so, how?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for having students work in small groups to this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will have the opportunity to reflect on the theme and write a brief description of a problem or a strategy related to the theme. Anyone who has an idea to share with the whole group 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.

Provost's Teaching and Learning Symposium Posters & Keynote √ § €

Friday, March 1, 2018 • 11:45 am to 2:10 pm • University Center Ballroom

In light of the unfortunate cancellation of the fifth annual Provost's Teaching and Learning Symposium in October, please join us for an abbreviated symposium. The Symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty and staff to discuss transformative learning experiences. We will have a poster session as well as a keynote address.

This year's keynote address will be given by Randy Bass. Randy Bass is Vice Provost for Education and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and the Red House incubator for curricular transformation and co-directs the Hub for Equity and Innovation in Higher Education. For 13 years he was the Founding Executive Director of Georgetown's Center for New Designs in Learning and Scholarship (CNDLS).

He has been working at the intersections of new media technologies and the scholarship of teaching and learning for thirty years. From 2003-2009 he was a Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching, where he served, in 1998-99, as a

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Carnegie Fellow. In 1999, he won the EDUCAUSE Medal for Outstanding Achievement in Technology and Undergraduate Education. Bass is the author and editor of numerous books, articles, and electronic projects, including (with Bret Eynon), *Open and Integrative: Designing Liberal Education for the New Digital Ecosystem* (2016) and (with Jessie Moore), *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (2017).

Graduate TAs are welcome to attend.

**Active Learning Part 2: Examples of Practice at UMBC * √ §
Thursday, March 7, 2019 • 12:00 to 1:30 pm • Commons 329**

Are you looking for more ways to engage your students in disciplinary thinking in class? Then join this session in which UMBC faculty will share active learning strategies they use to help students practice ideas, develop skills, and think critically. Faculty sharing their ideas include Mariajose Castellanos (Chemical, Biochemical, and Environmental Engineering), Eileen O'Brien (Psychology), Cody Goolsby-Cole (Physics), Janet Gross (Psychology), and Minjoung Kyoung (Chemistry and Biochemistry). Lunch is provided.

**LEADERSHIP & TEACHING SERIES: Bridging Student Learning Outcomes and Success
Analytics Discussion Group √ §
Tuesday, March 12, 2019 • 12:00 to 1:30 pm • Engineering 102**

NEW FOR SPRING 2019! Our popular Bridging Outcomes & Analytics program takes new shape as a discussion group for faculty, staff, leaders, graduate students, and others who are contributing to UMBC's national, regional, and state leadership in evidence-based decision making.

In an era that questions higher education's contributions to student learning, a holistic view of student learning data can help us make more informed decisions to improve student outcomes. Bring your examples, questions, ideas, and challenges to discuss with colleagues; in exchange, discover new tools, ideas, processes, and the kinds of action research questions being explored across campus. Lunch is provided.

**Panel Discussion on Teaching Writing in the Disciplines √ §
Wednesday, April 3, 2019 • 12:00 to 1:30 pm • Engineering 023**

Looking for new ideas to help your students develop their writing abilities? This panel will showcase activities and assignments that develop students' disciplinary writing abilities and genre knowledge. Panelists Cheryl North and Kimberly Feldman (Education), Nianshen Song (History), and Laura Rose (Psychology) will share learning goals, activities, assignments, and assessments they have developed for writing intensive courses in their disciplines. This program is held in collaboration with the Writing Board. Lunch is provided.

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LEADERSHIP & TEACHING SERIES:

Using Curriculum Mapping to Synthesize Student Learning Part 2 √ §

Thursday, April 4, 2019 • 12:00 to 1:30 pm • UC 312

How can faculty collaborate to build programs that scaffold student learning, align learning opportunities, and measure and improve that learning? Curriculum mapping offers a visual tool to collectively analyze and address these challenges. Join us for a kinesthetic, hands-on mapping experience to create a shared vision for student learning across courses and programs. Lunch is provided.

Please also join us for Using Curriculum Mapping to Synthesize Student Learning Part 1 (though you are not required to attend both sessions). Part 1 focuses on scaffolding student learning across learning opportunities. Part 2 challenges participants to integrate learning outcomes within learning opportunities.

New STEM Faculty Book Discussion √

April 5, 2019 • 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.

Teaching for Inclusive Excellence * √ § €

Wednesday, April 10, 2019 • 12:00 to 1:30 pm • UC 312

Inclusive excellence is a core value of the UMBC community, and we are fortunate to have a student body that is richly diverse in experiences, backgrounds, and thinking. Research shows that faculty from any discipline can take steps to create classrooms that welcome all students and help them feel valued as a part of the UMBC learning community. This workshop will engage participants in discussion around key principles and pedagogical practices for creating a welcoming class climate. Participants will learn how to design inclusive syllabi and assignments that address diversity in race, class, ethnicity, religion, gender, sexuality, ability, and learning preferences. They will also discuss ways to apply the strategies in their own classrooms and/or laboratories. This workshop will be facilitated by Kate Drabinski (Gender, Women's, + Sexuality Studies). Lunch is provided.

Writing Intensive (WI) Course Development Refresher

Tuesday, April 16, 2019 • 12:00 to 1:30 pm • Commons 329

Are you teaching a writing intensive (WI) course for the first time? Is it time to refresh a WI course that you've been teaching in preparation for next year? Join the FDC and the Writing Board to be reminded of WI-course requirements and to learn best practices for assignment design and staging, peer review, and conferencing with students on their drafts. Lunch is provided.

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LEADERSHIP & TEACHING SERIES: Closing the Loop ✓ §
Wednesday, April 17, 2019 • 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, using data to inform the discussion. 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 (and related data) to discuss with your colleagues. Lunch is provided.

Cultivating Dispositional Learning Discussion
Wednesday, April 24, 2019 • 12:00 to 1:30 pm • Engineering 023

What will human learning look like in 2030? According to Dr. Randy Bass, who presented the keynote at the Provost's Teaching and Learning Symposium in March, the future of human learning is dispositional learning. That is, it needs to be oriented toward helping students cultivate habits of mind and attitudes toward life and learning such as conscientiousness, resilience, self regulation, and reflection. As Dr. Bass noted, as machines become better at being machines, how do humans become better at being human? How can we create quality inclusive and integrative learning experiences at UMBC? Join the FDC to discuss the recommendations from Dr. Bass' keynote. A reading on dispositional learning will be provided closer to the date of the program. Attending Dr. Bass' keynote is not required for this program--anyone with an interest in dispositional learning is welcome. Lunch is provided.

Writing a Compelling Hrabowski Innovation Fund Proposal
Wednesday, April 24, 2019 • 2:30 to 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 and 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 a HIF proposal. A light snack is provided.

Active Learning Inquiry Teaching (ALIT) Certificate for STEM Faculty
End of Year Celebration ✓
Friday, April 26, 2019 • 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. 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 is provided.

* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend
✓ Program counts toward the ALIT certificate
§ Program counts toward the INNOVATE Certificate
© CIRTLL graduate students are invited to attend

**Innovation for Teaching Effectiveness (INNOVATE) Certificate for Faculty in the Arts, Humanities, Social Sciences, & Social Work End of Year Celebration §
Friday, May 3, 2019 • 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 share your Teaching Improvement Projects.

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. Lunch is provided.

**Writing About Teaching for Tenure and Promotion
Tuesday, May 7, 2019 • 2:30 to 4:00 pm • UC 312**

You've written papers, proposals, abstracts, and presentations that describe your research plans and accomplishments—but what about your teaching? As part of the tenure and promotion process faculty are asked to write a self-assessment that includes not only their goals and accomplishments as a scholar, but also as a teacher. How do you craft a persuasive narrative about your effectiveness as a teacher? In this session, FDC staff will share ideas for writing compellingly about your teaching, including what kinds of evidence best support your claims. Please note that this workshop is not offered every year. A light snack is provided.

**Faculty Learning Communities End of Year Celebration
Friday, May 10, 2019 • 12:00 to 1:30 pm • Library 767**

To learn more about the Faculty Learning Community (FLC) program, please join this celebration 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>. Lunch is provided.

**LEADERSHIP & TEACHING SERIES
UMBC's Faculty Development Center continues the Leadership & Teaching Series launched in March 2018!**

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?

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- 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?

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

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