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| Faculty Learning Community (FLC) Application**2025-26** |
| Applicant Information |
| Name: | Status: \_\_\_ Tenure-track faculty \_\_\_ Prof. of the Practice \_\_\_ Teaching-track faculty \_\_\_ Clinical faculty\_\_\_ Part-time faculty/Adjunct \_\_\_ Staff |
| 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, 5, 6 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 AN FLC IF YOU HAVE AN INTEREST IN DOING SO. |
| \_\_\_\_ **Fostering Resilience: Pedagogies and Strategies to Address Student Stress and Mental Health**\_\_\_\_ **Designing Humanizing Assignments in the Age of AI**\_\_\_\_ **Exploring the Design and Delivery of High Impact Experiences (HIEs)**\_\_\_\_\_ **Designing Collaborative Online International Learning (COIL) Experiences Across the Disciplines**\_\_\_\_\_ **Inclusive Writing Pedagogies**\_\_\_\_\_ **Exploring Practical Metacognitive Approaches to Help Students Succeed**\_\_\_\_ Yes, I would be interested in facilitating an FLC |
| Background & interestPlease respond to the following questions in reference to your **first choice** of FLCs. |
| 1. Why would you like to participate in this FLC? |
| 1. Do you have some experience or information relevant to this topic? If so, please describe briefly.
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| 3. What changes in your teaching practice might you be interested in making through participating in this FLC? |
| **FALL 2025 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 |  |  |  |  |  |
| FORMATFLC 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 |
| In which FLC formats are you available and willing to meet? Please select all that apply.\_\_\_ In person \_\_\_ Online \_\_\_ Hybrid (Some meetings all in person, some all online)  |
| Notes (if needed): |
| Signatures |
| **APPLICANT:** If I am selected to participate in the FLC, 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 (inserted electronically or scanned): | Date: |
| **DEPARTMENT CHAIR/SUPERVISOR:** I endorse the above applicant’s participation in the FLC and will value the curricular and pedagogical work completed by acknowledging the time commitment required by the FLC. |
| Chair/Supervisor Name (typed or printed):  |
| Signature of Chair/Supervisor (inserted electronically or scanned^): | Date: |

^An email from your chair to 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 **by Friday, June 27, 2025**. Applicants will be notified of their acceptance to an FLC as soon as possible pending the budget process. Please save the date for the FLC Kickoff to be held on Friday, August 15, 2025 from 9:30 a.m. – 2:30 p.m.

**DESCRIPTIONS OF PROPOSED FLCs**

**2025-26**

Thank you to everyone who proposed an FLC topic—we had many more good ideas than we could possibly fund! The topics below were adapted and remixed by the FDC from ideas shared by various faculty and staff to provide topics broad enough for cross-disciplinary interest and a year of exploration, while focused enough for groups to quickly get to work. If you would be interested in facilitating one of these communities, please let us know on your application.

**1. Fostering Resilience: Pedagogies and Strategies to Address Student Stress and Mental Health**

Feeling the weight of student stress and mental health challenges in your classroom? You're not alone. This FLC will delve into how we, as educators, can more effectively respond to these critical issues. We'll explore practical strategies for recognizing distress, offering appropriate support, and understanding how these complex dynamics inevitably shape our teaching practices. Together, we'll grapple with the vital question of how we can adapt our pedagogy to not only educate but also foster resilience and well-being in our students (and ourselves).

Some topics we may undertake in this FLC include: Understanding current mental health trends among students, recognizing signs of distress, becoming familiar with UMBC’s resources and referral pathways, creating supportive classroom environments, adopting pedagogies and assessment practices that foster student belonging and well-being, designing courses to promote resilience, and practicing faculty self-care and boundary-setting.

**2. Designing Humanizing Assignments in the Age of AI**

As Generative AI becomes increasingly prevalent in teaching and learning, instructors across disciplines are grappling with questions about student authenticity, critical thinking, and appropriate pedagogical adaptations. This faculty learning community will explore how to design assignments that emphasize human experience, creativity, and critical thinking in the age of AI. Together, we will reflect on the values driving our assignment design, investigate the tensions and possibilities of AI integration, and experiment with assignments that invite student voice, storytelling, community knowledge, and multimodal expression.

Participants will engage as co-learners, testing and sharing assignment redesigns that aim to be more humanizing, transparent about AI expectations, and designed to require genuine human insight. We'll explore what makes assignments "humanizing," examine disciplinary and institutional policies around AI use, and discover ways to center student voice, lived experience, and cultural knowledge in our teaching practices. Faculty from all disciplines are encouraged to join as we navigate teaching with AI while cultivating authentic learning and ethical engagement.

**3. Exploring the Design and Delivery of High Impact Experiences (HIEs)**

High Impact Experiences (HIEs) such as undergraduate research, service-learning, internships, education abroad, and first-year seminars (UNIV), among others, are widely recognized for their potential to deepen student engagement and improve educational outcomes. But what truly makes these experiences “high impact”? This Faculty Learning Community (FLC) will explore the essential features of HIEs, including the role of reflection, mentoring, collaboration, sustained engagement, and real-world application. Together, participants will review current research on HIEs and share their own institutional and disciplinary perspectives on designing, facilitating, and assessing these experiences. The FLC will also examine questions about how HIEs can be adapted across disciplines and course levels, how to intentionally integrate them into both curricular and co-curricular spaces, and how to evaluate student learning and assess institutional outcomes.

Through our conversations, collaborative readings, and shared reflections, members of this FLC will develop a deeper understanding of what makes HIEs effective, equitable, and scalable. Faculty and staff members will be encouraged to experiment with incorporating or enhancing HIE components in their own teaching and/or student success initiatives whether through assignment/program design, new collaborations and partnerships, and/or assessment strategies. The group’s work may culminate in the creation of individual or shared resources to guide the ongoing development of HIEs at UMBC. Beyond these tangible outcomes, participants will benefit from a supportive, interdisciplinary community committed to fostering transformative learning opportunities for all students.

**4. Designing Collaborative Online International Learning (COIL) Experiences Across the Disciplines**

Collaborative Online International Learning (COIL) promotes global interaction across boundaries by bringing students and professors together virtually across cultures to learn, discuss, and collaborate. Through COIL, students can engage in meaningful cross-cultural collaboration with international peers without leaving campus—developing global competencies, digital literacy, and intercultural communication skills that employers increasingly demand. Whether you teach humanities, sciences, business, or professional programs, COIL projects can be tailored to your course objectives—ranging from short cultural exchanges to semester-long collaborative research, from synchronous debates to asynchronous co-created projects.

In this FLC we will investigate how to establish international partnerships, design inclusive cross-cultural activities, integrate technology effectively, assess intercultural learning, address time zone and language differences, and overcome common implementation challenges. Participants will develop a customized COIL module for their own course, find and connect with potential international partners, build confidence in facilitating intercultural collaboration, and join a supportive network of globally-minded educators. Participants will come away from this experience equipped with practical strategies to transform their teaching, enhance student engagement, and provide meaningful global experiences that prepare graduates for success in our increasingly interconnected world.

**5.** **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 design of writing assignments, classroom practices that support diverse student writers, and/or equitable forms of assessing and providing feedback on students’ writing.

**6. Exploring Practical Metacognitive Approaches to Help Students Succeed**

Many students enter higher education with limited understanding of how learning works and they struggle to develop effective study strategies and habits. They often rely on passive methods, demonstrate difficulty monitoring their thought processes, and lack persistence when confronting challenging problems. This fundamental gap in metacognitive awareness has been further complicated by the rapid integration of generative AI tools in educational settings, which can either enhance or circumvent authentic learning depending on how students engage with these technologies.

This faculty learning community will explore evidence-based approaches to nurture students' self-regulation skills, focusing first on developing core metacognitive foundations—reflection, self-evaluation, and strategic thinking. Participants will collaborate to design pedagogical interventions that address both traditional learning challenges and the unique metacognitive demands introduced by generative AI. Faculty will leave with practical strategies for creating learning environments where students develop stronger metacognitive awareness, enabling them to make informed decisions about their learning processes, including when and how to appropriately integrate technological tools as supplements rather than substitutes for their own critical thinking.