Faculty Development Center
2024 – 2025 Programs

Please Note: Registration is required for all programs to receive the WebEx link or ensure adequate seating/food. Please register via myUMBC: https://my.umbc.edu/groups/calt/events.

SUMMER

Scholarship of Teaching and Learning Discussion Group √ §
Thinking About SoTL Research Frameworks: Chapter 3 in *SoTL Research Methodologies*
Wednesday, July 10, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

Many faculty approach a new semester of teaching by trying out a different pedagogical technique because they predict the change will improve the teaching and learning experience. *Are you interested in finding out whether a pedagogical change will improve your students' learning?* If so, then join your colleagues for a discussion about any aspect of planning, executing, or publishing a scholarship of teaching and learning (SoTL) project. Prospective and experienced 'SoTLers' are welcome, as we explore a book that can both introduce the SoTL field and offer some of the latest ideas in related research.

In this session, we'll discuss the third chapter of the recently published book, *SoTL Research Methodologies: A Guide to Conceptualizing and Conducting the Scholarship of Teaching and Learning* by Yeo et al., 2024. We'll focus on Chapter 3, Thinking about SoTL Research Frameworks, pp. 35-52. Participants may access the ebook online at any time through the AOK library in advance of the session using the following step-by-step instructions:

1. Log into myUMBC
2. Go to the AOK Library Website
3. In the AOK OneSearch box, type the book title (not the chapter title) and press Search
4. Locate the ebook, and click on the green "Available online" under the descriptive information
5. Click on "view full text" and then click either the "download" or "read online" option

Note that there will be an opportunity to apply the ideas in this chapter in a hands-on workshop on July 18, 2024.

Scholarship of Teaching and Learning Workshop √ §
Framing Your Own SoTL Research Project
Thursday, July 18, 2024 ● 12:00 to 1:30 pm ● Engineering 102

In this hands-on workshop, we will apply Chapter 3: Thinking About SoTL Research Frameworks in Yeo et al.'s (2024) *SoTL Research Methodologies* in defining preliminary research questions and developing a research plan for your own SoTL research project. While it might be helpful in this session to have attended the chapter discussion on July 10th, it is not necessary to attend both sessions. This in-person session will lead you through a series of reflective and planning questions that will help you to sketch out a study that you can undertake

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of some element of your teaching or your students' learning. You will have the opportunity to explain and refine your ideas with other participants and get help from FDC staff. This session is open to anyone who is interested, regardless of their experience with SoTL. Faculty who have participated in FLCs recently or have completed the ALIT or INNOVATE teaching certificate programs are particularly encouraged to bring ideas raised in those programs to this session. Together we will brainstorm how to pose SoTL research questions and design studies to answer them.

Faculty Learning Communities (FLC) Kickoff
Friday, August 16, 2024 ● 9:30 am to 2:30 pm ● HyFlex: University Center 310 and Online via WebEx

This annual event is an important and enjoyable opportunity for members of FLCs to begin to get to know the participants in their groups and in the other FLCs. As a whole group, we engage in some activities and conversations that will introduce members to the philosophy, goals, and practices of FLCs. Then, individual FLCs begin to plan their groups' activities for the year and set goals for participation. Past FLC participants, some of whom will take part in an FLC again this coming academic year, will likely agree that a commitment to attend and actively participate in the kickoff and all subsequent meetings of the FLC is essential for both the success of the community and members own development vis-a-vis the community's goals. A continental breakfast and lunch are provided to those who attend in person.

New Full-Time Faculty Welcome
Monday, August 19, 2024 ● 9:30 am to 1:00 pm ● University Center 310

The Faculty Development Center cordially invites new full-time faculty joining UMBC in Fall 2024 to a welcome program. Please join colleagues for coffee and conversation. Opening remarks and introductions will commence at 9:45 a.m. and the program will conclude at 1:00 p.m. The event will include a welcome from leadership, advice from former new faculty, and information about teaching resources. College-specific welcome sessions will begin at 1:30 p.m., and you should receive more information from your college. Coffee and lunch will be provided.

New Adjunct Faculty Welcome: Co-constructing a Learning Community
Wednesday, August 21, 2024 ● 4:00 to 5:00 pm ● Online via WebEx

Join other new UMBC adjuncts, full-time faculty, and staff for a workshop designed to help new adjuncts create successful teaching, learning, and assessment experiences for students. Since course climate is vital to student success, first we explore our audiences and ourselves–Who are UMBC students overall? Who are the specific learners in your classrooms? How can we share who we are and co-construct a learning community with our students? How can we connect to the wide range of resources that UMBC offers? Next, we discuss how to deepen this community connection: creating choices, cultivating competency, and connecting students' work in our course to their own goals and dreams engages students through intrinsic motivation.

The FDC's collaborative programs, resources, and services are designed to support your introduction to teaching or reinvigorate you as you continue to refine your teaching. All faculty are invited to join us to welcome our new adjuncts, join the discussion, and contribute to community building.

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FALL

THE NEW FACULTY LUNCH SERIES
How Can You Reactivate Prior Knowledge, Resolve Gaps, and Ready Students for Learning? √ § ꭳ
Wednesday, September 4, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

In this session we'll discuss how to have intentional conversations with students about integrating and enriching their knowledge as they return from summer breaks, jobs, and classes. How can you help your students analyze their prior knowledge so they can affirm learning gains and pinpoint areas that need attention? How can you empower students to self-regulate and connect and synthesize learning from before, during, and after the summer? We'll explore teaching practices such as cognitive wrappers that can reconnect students to prior or concurrent learning, knowledge probes that can help students recognize what they know and don't know, and reflections to help them access, process, and affirm their learning. These techniques can activate students' prior learning for new purposes while identifying gaps in knowledge, skills, and abilities.

Active Learning Inquiry Teaching (ALIT) Certificate Fall Kickoff √
Friday, September 6, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

In this inaugural event for the tenth year of the certificate program in Active Learning, Inquiry Teaching (ALIT), we'll explicitly discuss ways to reflect on your teaching and explore ways to guide your students in becoming more expert-like in their thinking and learning. Faculty play a critical role in motivating all students to learn, both through our mindsets and our pedagogical approaches. Reflecting on these ideas is even more important now as we address learning challenges lingering from the pandemic and face the new challenges and opportunities of generative AI. During the kickoff, participants will share key ideas for practice, drawing from the attached article (UMBC login required):

- Deslauriers, Louis, et al., (2019). [Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom](). *PNAS, 116:*39.

All faculty participating in the certificate program are encouraged to attend the kickoff. ALIT Certificate alumni are also invited to attend.

LEADERSHIP & TEACHING SERIES
Navigating Accreditation Standards for Student Learning Assessment: What is Your Role? √ §
Thursday, September 12, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

How do your efforts to measure and improve student learning contribute to UMBC's accreditation requirements? What is the relationship between student learning assessment and accreditation? What are the standards and expectations that guide educators to implement useful assessment plans and processes? Currently, the UMBC community is exploring this question at the institutional level through the Middle States self-study process. Similarly, at the program level, numerous departments seek and sustain [disciplinary specific accreditation](), for example from ABET, the Council on Social Work Education, and the Council for the

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Accreditation of Educator Preparation. Peggy Re (Provost's Office and VART), Maria Sanchez (COEIT), and Vickie Williams (EDUC) will enlighten us about how these continuous improvement requirements support student-centered learning at UMBC and show how course-level direct measure evidence forms the centerpiece of acceptable evidence.

Innovation for Teaching Effectiveness (INNOVATE) Certificate Fall Kickoff §
Friday, September 13, 2024 ● 12:00 to 1:30 pm ● Online via WebEx

In this kickoff event for the ninth year of the 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. In addition to welcoming our new cohort and sharing program requirements and teaching projects, we'll engage in a discussion around one of the goals of the INNOVATE program, by reading and discussing recent articles of wide interest.

We continue to become aware of the variety of ways that Generative AIs (ChatGPT, GPT 4o, Claude, Gemini, Copilot, Bard, etc.) influence and mimic much of the work and learning in academia. Among the latest arrivals is OpenAI's GPT 4o, a multimodal tool that allows users to interact with the AI using voice, images, and video, as well as text. In preparation for our discussion, please listen and/or read the transcript from one or more of the following podcasts to consider various ways to adapt teaching to harness AI in support of student learning:

- [Teaching in Higher Ed, Episode 528: Assessment Reform in the Age of Artificial Intelligence, with Jason Lodge](#), ([transcript](#))
- [Teaching in Higher Ed, Episode 524: Toward a more critical framework for AI use, with Jon Ippolito](#), ([transcript](#))
- [Intentional Teaching, Episode 040: AI's Impact on Learning with Marc Watkins, scroll down to the June 4, 2024 episode](#), ([transcript](#), click on "transcript")

All faculty participating in the certificate program are encouraged to attend the kickoff. INNOVATE Certificate alumni are also invited to attend.

In preparation for sharing around teaching projects, we ask that current and new participants please prepare a very brief, **<u>one-sentence</u>** description of your project. New participants, please share what your topic is, including what challenges or issues in your teaching/student learning you want to address. Continuing participants, please share where you are in your project now and what new developments or insights have you had.

Using Course Outcomes to Motivate Students to Integrate Learning √ § Ɔ
Tuesday, September 17, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

In this workshop, we'll explore ways to link students' dreams, passions, and goals to the learning they can achieve in your course. How can you show students that your course directly relates to their aspirations? Clearly communicating alignment between students' personal goals and your course goals can create motivation and lay out a pathway for students to integrate learning in your course and across multiple domains. Vertical alignment in both directions—up to the broader program and institutional outcomes and down to the specific readings, assignments, and activities in your course—clarifies connections across what students are doing, the learning

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they are building, and why it is relevant to their personal goals. Horizontal alignment can help students connect what they are learning in their worlds outside of the classroom, including co-curricular, experiential, work, and personal life to their goals for developing in the classroom. Join us to discuss how to use alignment to motivate students and help them integrate learning within and across courses.

Eighth Annual Provost's Teaching & Learning Symposium √ § Ɇ
Assessing student learning and teaching in a "wired" world
Friday, September 27, 2024 ● 9:00 am to 2:00 pm ● University Center 3rd Floor

Please join us for the eighth annual Provost's Teaching and Learning Symposium! The symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty and staff to discuss transformative learning experiences. This year's event will feature breakfast with the Deans, a poster and teaching tool demonstration session, themed interactive exploration spaces, lunch, and a keynote presentation.

Overview of the Symposium Schedule
- 9:00-10:00 Breakfast with the Deans and Welcome
- 10:00-11:30: Poster and teaching tool demonstration session and themed interactive exploration spaces
- 11:30-12:00: Lunch available and introductions
- 12:00-1:30: Dr. Michelle Miller, keynote speaker

This year's keynote, described below, will be given by Dr. Michelle D. Miller.

Effective, Engaging Teaching in a Wired World: Using the Science of Memory to Promote Deep Learning
Today's faculty tend to steer clear of memory and memorization in their classrooms, preferring to focus on higher-level thinking skills. But do these goals have to be mutually exclusive? New research suggests that teachers really can have it both ways, using research-based techniques to strengthen both what students know and their ability to use that knowledge. Many of these approaches fit particularly well with educational technologies, as well as with newly available AI tools. This interactive keynote address invites faculty to look at memory in a new light, highlighting technologies and techniques that help students build a solid base of knowledge efficiently, quickly, and with a side order of fun. Participants will have the opportunity to engage in a structured question and answer session as part of the keynote.

Dr. Michelle Miller is a cognitive psychologist, researcher, and speaker focused on supporting higher education faculty in creating effective and engaging learning experiences for students. She is the author of *Minds Online: Teaching Effectively with Technology* (Harvard University Press, 2014), *Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World* (West Virginia University Press, 2022), and a new book forthcoming in Fall 2024, *A Teacher's Guide to Learning Student Names: Why You Should, Why It's Hard, How You Can* (University of Oklahoma Press). Dr. Miller is a Professor of Psychological Sciences and President's Distinguished Teaching Fellow at Northern Arizona University.

Graduate TAs are welcome to attend.

Please note that only the keynote presentation counts toward the ALIT or INNOVATE Certificate.

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THE ADVANCED TOPICS SERIES
Teaching with AI Book Discussion: Part 1 √ §
Wednesday, October 2, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

Join us for the first of three workshops designed to help us think together about engaging Artificial Intelligence (AI) for teaching, learning, and assessment. In the first session, we'll explore "Thinking with AI," part one of *Teaching with AI: A Practical Guide to a New Era of Human Learning* (2024), by José Antonio Bowen and C. Edward Watson. The introduction and the first three chapters help readers to gain context on how AI developed; how AI is changing the work world (and the changes anticipated); and why AI literacy is vital. The last chapter in this section explores how AI can interact with and enhance our creativity.

The October 30 session will focus on Part II: Teaching with AI, and the November 13 session will focus on Part III: Learning with AI. You may join us for one or all of these discussions as your schedule and interests allow.

Special thanks to the faculty from the 2023-24 FLCs on teaching in the era of AI, who recommended this reading.

Participants can access the ebook online at any time through the AOK library before the session using the following step-by-step instructions:

1. Log into myUMBC
2. Go to the AOK Library Website
3. In the AOK OneSearch box, type the book title (not the chapter title) and press Search
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5. Click on "EBSCOhost Ebooks" under the "View Online" header

THE DIVERSE CLASSROOM SERIES
Politics in the Classroom √ §
Tuesday, October 8, 2024 ● 12:00 to 1:00 pm ● Online via WebEx OR
Wednesday, October 9, 2024 ● 12:00 to 1:30 pm ● Engineering 102

In any discipline, there are opportunities to connect classroom teaching to political issues. Especially during an election season, students are often interested in having such discussions with their peers and faculty, even in courses that are not explicitly related to politics. However, the potential for conflict, strong emotions, and the messiness that can often accompany political discussions may make instructors feel anxious about how to navigate them in the classroom. Nevertheless, facilitating respectful, civil discussion around political topics and, where possible, making connections to your course content can help students see the relevance of your subject to issues of concern to them. Join us for a workshop, led by Dr. Ricky Blissett with UMBC's Center for Democracy and Civic Life, on how to facilitate healthy classroom dialogue about politics.

Please note only the overview of the material will be recorded. The discussion will not be recorded to create a space to share.

This session is co-sponsored by the Faculty Development Center and the Center for Democracy and Civic Life.

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Scholarship of Teaching and Learning Discussion Group √ §
Chapters 4-5 in *SoTL Research Methodologies*
Wednesday, October 16, 2024 ● 12:00 to 1:00 pm ● Online via WebE-x

Many faculty approach a new semester of teaching by trying out a different pedagogical technique because they predict the change will improve the teaching and learning experience. *Are you interested in finding out whether a pedagogical change will improve your students' learning?* If so, then join your colleagues for a discussion about any aspect of planning, executing, or publishing a scholarship of teaching and learning (SoTL) project. Prospective and experienced 'SoTLers' are welcome, as we explore a book that can both introduce the SoTL field and offer some of the latest ideas in related research.

In this session, we'll discuss Chapters 4 and 5 of Part II of the book, entitled Generating Data for SoTL of the recently published book, *SoTL Research Methodologies: A Guide to Conceptualizing and Conducting the Scholarship of Teaching and Learning* by Yeo et al., 2024. We'll focus on Chapter 4, Generating Quantitative Data and Constructing Questionnaires, pp. 55-68, and Chapter 5, Interviews and Focus Groups, pp. 69-80. Participants may access the ebook online at any time through the AOK library in advance of the session using the following step-by-step instructions:

1. Log into myUMBC
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4. Locate the ebook, and click on the green "Available online" under the descriptive information
5. Click on "view full text" and then click either the "download" or "read online" option

Shaping Classroom Culture and Responding to Disruptions √ §
Friday, October 18, 2024 ● 12:00 to 1:15 pm ● Online via WebEx OR
Monday, October 21, 2024 ● 12:00 to 1:30 pm ● Engineering 102

Following the COVID-19 pandemic, students think about classrooms, both virtual and physical spaces, differently than they used to. You may have noticed that student expression and thinking have become more polarized, politically and otherwise. National and international confrontations and challenges may be spilling over into your classroom. Meanwhile, you aim to create a positive classroom culture that maximizes opportunities for students to learn the course content, while also maintaining freedom of expression and civil behavior.

In this workshop we will look at some possible sources of student behavior that may disrupt the harmony of your class, share strategies for dealing with disruptions or uncivil behavior, and discuss how to foster a positive classroom environment to mitigate the potential for incivility. Participants will discuss several scenarios in small groups and will learn about UMBC's policies and processes for handling disruptive or uncivil student behavior.

Please note that in the virtual session, only the overview of the material will be recorded. The discussion will not be recorded to create a space to share.

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This session is co-sponsored by the Faculty Development Center and the Division of Student Affairs.

Bring Your Best Idea: (Re-)Engaging Students to Maximize Their Potential for Learning √ §
Thursday, October 24, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

What can we do to get students in the door of the classroom? What can we do to get them to log in and turn on their cameras in online classes? Once we've got them "in the room," how can we get and keep their attention so that they engage with the material, participate actively in discussions, and prepare for and succeed in exams and on assignments?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas to this lively, collaborative, and fast-paced sharing session. Anyone who has an idea to share with the whole group will have two minutes to describe it. No slides please, though a link to a handout 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.

THE ADVANCED TOPICS SERIES
Teaching with AI Book Discussion: Part 2 √ §
Wednesday, October 30, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

Join us for the second of three workshops designed to help us think together about engaging Artificial Intelligence (AI) for teaching, learning, and assessment. In the second session, we'll explore "Teaching with AI," part two of *Teaching with AI: A Practical Guide to a New Era of Human Learning* (2024), by José Antonio Bowen and C. Edward Watson. They explore how AI can support educators, examine how AI complicates cheating and detection, and share insights about AI policies. Arguing that C-level work is no longer acceptable, since AI can do that for all of us, the last chapter in this section looks at how AI impacts grading and our shared understanding of quality.

The October 2 session will focus Part I: Thinking with AI and the November 13 session will focus on Part III: Learning with AI. You may join us for one or all of these discussions as your schedule and interests allow.

Special thanks to the faculty from the 2023-24 FLCs on teaching in the era of AI, who recommended this reading.

Participants can access the ebook online at any time through the AOK library before the session using the following step-by-step instructions:

1. Log into myUMBC
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3. In the AOK OneSearch box, type the book title (not the chapter title) and press Search
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New STEM Faculty Book Discussion √
Monday, November 11, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

This cohort-based book discussion will cover *Teaching and Learning STEM: A Practical Guide, 2nd Edition* by Felder and Brent, 2024. There will be three sessions devoted to the book. This session will cover the first chapter and Part 1, pages 1-98.

THE ADVANCED TOPICS SERIES
Teaching with AI Book Discussion: Part 3 √ §
Wednesday, November 13, 2024 ● 12:00 to 1:00 pm ● Online via WebEx

Join us for the third of three workshops designed to help us think together about engaging Artificial Intelligence (AI) for teaching, learning, and assessment. In the third session, we'll explore "Learning with AI," part three of *Teaching with AI: A Practical Guide to a New Era of Human Learning* (2024)*,* by José Antonio Bowen and C. Edward Watson. This section discusses how we can help students learn to use AI productively and responsibly in our courses, including prompts, checklists, and other adaptable tools. For example, to ask students to engage with frequent feedback, adapt their Feedback Prompt Template, which is designed to elicit useful feedback from AI for revision. Additionally, the authors examine intrinsically motivating assignment design with checklists that guide students through acceptable use of AI, adaptations for writing assignments, and AI-focused assignments.

The October 2 session will focus Part I: Thinking with AI and the October 30 session will focus on Part II: Teaching with AI. You may join us for one or all of these discussions as your schedule and interests allow.

Special thanks to the faculty from the 2023-24 FLCs on teaching in the era of AI, who recommended this reading.

Participants can access the ebook online at any time through the AOK library before the session using the following step-by-step instructions:

1. Log into myUMBC
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LEADERSHIP & TEACHING SERIES
Institutional Curriculum Mapping: Expeditions to Uncover Hidden Learning √ §
Tuesday, November 19, 2024 ● 12:00 to 1:30 pm ● University Center 312

What is unique about UMBC's mission and vision? How can we articulate who we are as an institution through our institutional learning outcomes? Our interactive, life-sized curriculum mapping game challenges you to think about UMBC's identity, as expressed in the mission and operationalized in the institutional-level learning outcomes. Are there any gaps between the articulated outcomes and the mission? Are other learning outcomes central to who we are as an institution visible in the mission but hidden in the outcomes? Working with educators from the Center for Global Engagement, we'll use the map to explore the "hidden outcome" of global learning. A hidden outcome identifies learning that is not explicitly articulated in the learning

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outcomes, even though educators are working to help students achieve this learning (discussed in Chapter 6 of *A Guide to Curriculum Mapping*, Harrison & Williams, 2024). Is global learning an important and valued competency for UMBC graduates? Should it be articulated as an institutional-level learning outcome?

WINTER

New Adjunct Faculty Welcome: Co-constructing a Learning Community
Wednesday, January 22, 2025 ● 4:00 to 5:00 pm ● Online via WebEx

Join other new UMBC adjuncts, full-time faculty, and staff for a workshop designed to help new adjuncts create successful teaching, learning, and assessment experiences for students. Since course climate is vital to student success, first we explore our audiences and ourselves–Who are UMBC students overall? Who are the specific learners in our classrooms? How can we share who we are and co-construct a learning community with our students? How can we connect to the wide range of resources that UMBC offers? Next, we discuss how to deepen this community connection: creating choices, cultivating competency, and connecting students' work in your course to their own goals and dreams engages students through intrinsic motivation. Plus, we answer any pressing questions about AI, ungrading, and other innovations in higher education.

The FDC's collaborative programs, resources, and services are designed to support your introduction to teaching or reinvigorate you as you continue to refine your teaching. All faculty are invited to join us to welcome our new adjuncts, join the discussion, and contribute to community building.

Two AI Workshops by Dr. José Antonio Bowen
Thursday, January 23, 2025 ● 12:00 to 3:30 pm ● Performing Arts & Humanities 337 (The Dance Cube)

Following our three-part fall book discussion on *Teaching with AI* by José Antonio Bowen and C. Edward Watson, we are excited to welcome Dr. José Antonio Bowen, who will facilitate two workshops:

- AI Literacy & Prompt Engineering Workshop (with lunch): 12:00-1:45 p.m.
- AI Assignments and Assessments Workshop (with coffee and snacks): 2:00-3:15 p.m.

José Antonio Bowen has been leading innovation and change for over 40 years at Stanford, Georgetown and the University of Southampton (UK), as a dean at Miami University and SMU and as President of Goucher College. Bowen has worked as a [musician](#) with Stan Getz, Dave Brubeck, and many others and his symphony was nominated for the Pulitzer Prize in Music (1985). Bowen holds four degrees from Stanford and has written over 100 scholarly articles and books, including the *[Cambridge Companion to Conducting](#)* (2003), *[Teaching Naked](#)* (2012 and the winner of the Ness Award for Best Book on Higher Education), *[Teaching Naked Techniques](#)* with C. Edward Watson (2017) and *[Teaching Change: How to Develop Independent Thinkers using Relationships, Resilience and Reflection](#)* (Johns Hopkins University Press, 2021). His latest book with C. Edward Watson is *[Teaching with AI: A Practical Guide to a New Era of Human Learning](#)* (2024, Johns Hopkins University Press). Bowen has appeared in *[The New York Times](#)*, *[Forbes](#)*, *[The Wall Street Journal](#)*, and has three [TED talks](#). Stanford honored him as a Distinguished Alumni Scholar (2010) and he has presented [keynotes and workshops](#) at more

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than 300 campuses and conferences 46 states and 17 countries around the world. In 2018, he was awarded the Ernest L. Boyer Award (for significant contributions to American higher education). He is a senior fellow for the American Association of Colleges and Universities.

These workshops are co-sponsored by the Faculty Development Center and Instructional Technology and New Media.

AI Literacy & Prompt Engineering Workshop by Dr. José Antonio Bowen √ § Thursday, January 23, 2025 ● 12:00 to 1:45 pm ● Performing Arts & Humanities 337 (The Dance Cube)

Following our three-part fall book discussion on *Teaching with AI* by José Antonio Bowen and C. Edward Watson, we are excited to welcome Dr. José Antonio Bowen, who will facilitate a workshop on "**AI Literacy & Prompt Engineering**."

Both faculty and students learned new digital literacies to apply the increased critical thinking needed in the internet age. AI literacy is a critical new skill every teacher and graduate needs. The two largest complaints about AI responses are that they are either wrong or boring, but both are often the result of poor or bland prompting. AI prompts need to provide more human context and be more literal than the ones we tend to use with a search engine. Since AI uses natural human language, it also needs human-level communication precision: asking your AI to slow down and think more carefully can greatly improve results! The features of better prompts--task, format, voice and context--are direct extensions of the critical writing and thinking skills we already teach and value. In this interactive workshop, you will learn how to find the right AI tool for your task and get to compare and practice with different AIs.

Please bring a device to the workshop.

This workshop is co-sponsored by the Faculty Development Center and Instructional Technology and New Media. Lunch will be provided from 12:00-12:30, and the workshop will begin at 12:30.

AI Assignments and Assessments Workshop by Dr. José Antonio Bowen √ § Thursday, January 23, 2025 ● 2:00 to 3:15 pm ● Performing Arts & Humanities 337 (The Dance Cube)

Following our three-part fall book discussion on *Teaching with AI* by José Antonio Bowen and C. Edward Watson, we are excited to welcome Dr. José Antonio Bowen, who will facilitate a workshop on "**AI Assignments and Assessments**."

All assignments are now AI Assignments. In the same way that the ease of finding information on the internet forced faculty to rethink what homework students did and how we wanted them to do it, we will all need an AI strategy for assignments and assessment. We will consider both potential strategies: making your assignments AI-Resistant or AI-Inclusive. Since most work will soon be AI-assisted work, we can help prepare students for the jobs of the future with assignments that require or suggest that students use AI to assist in completing them. Through a wide diversity of examples, we will also discuss how we can reduce cheating and raise standards.

Please bring a device to the workshop.

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This workshop is co-sponsored by the Faculty Development Center and Instructional Technology and New Media. Coffee and snacks will be provided.

New STEM Faculty Book Discussion √
Friday January 24, 2025 ● 10:00 to 11:00 am ● Online via WebEx

This cohort-based book discussion will cover *Teaching and Learning STEM: A Practical Guide, 2nd Edition* by Felder and Brent, 2024. There will be three sessions devoted to the book. This session will focus on Part II, pp. 99-202.

SPRING

Dynamic Discussions: Strategies for Promoting Broader Participation and Deeper Learning √ §
Wednesday, January 29, 2025 ● 12:00 to 1:00 pm ● Online via WebEx

Engaging in high-quality discussions can deepen students' understanding of a topic and encourage them to think critically by allowing them to hear different perspectives or to compare various solutions. It can also help students develop their communication skills. But how do you get such critical class conversations going, and how do you then sustain them? In this session, we'll discuss how to motivate students' preparation for whole-class and small-group synchronous discussions, broaden participation across your class, encourage active listening, and improve the overall quality of students' contributions. We'll also consider ways to assess students' participation in class conversations.

FLC Mid-Year Gathering
Friday, January 31, 2024 ● 12:00 to 1:30 pm ● Engineering 102

This informal gathering of current FLC participants is an opportunity to mingle with colleagues while discussing what you're working on and have accomplished so far in your FLCs. We'll begin with an informal icebreaker and then engage in a pass the question activity focused on the current FLC topics. We hope that this time for cross-pollination among the FLCs will be energizing and will stimulate fresh ideas for the new semester. Attendance at this program is not required. Lunch will be provided.

Anti-Racist Teaching Practices Resource Guide Launch √ §
Monday, February 3, 2025 ● 12:00 to 1:30 pm ● University Center 310

What are some ideas and examples of anti-racist teaching practices that can be applied in the college classroom? Join us for the launch of a library resource guide and discussion of anti-racist higher education teaching. This project got its start in AY 2019-2020 as a [Faculty Learning Community](#) (FLC) that focused on the podcast "[Seeing White,](#)" which explores the history and impact of the concept of whiteness in the United States. The FLC applied that content to racism within institutions of higher education and discussed anti-racist teaching approaches across academic disciplines. While the pandemic slowed the work, a subset of the original community reconvened in 2023, funded by the Center for Social Science Scholarship, to gather resources

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and develop the Anti-Racist Teaching Practices Resource Guide. Join the team for the launch of the guide and to discuss ways to advance anti-racist teaching in UMBC's classrooms.

This program is sponsored by the FDC and supported by a Center for Social Science Scholarship Faculty Working Group.

Encouraging Academic Integrity in the Era of AI √ §
Tuesday, February 18, 2025 ● 12:00 to 1:00 pm ● Online via WebEx (Rescheduled from February 11, 2025 due to the campus closure due to inclement weather.)

While fostering and maintaining academic integrity has always been an important goal of instruction at UMBC, advances in "the other AI" – artificial intelligence – have complicated this effort. Students are not always aware of what constitutes plagiarism where generative AI tools are concerned. Meanwhile, faculty often feel pressure to ensure that students meet course learning objectives and also to help them learn how to use AI tools ethically and responsibly. Further complicating the academic integrity landscape, currently no single tool exists that is able to distinguish reliably between student writing and AI writing. In this session we will revisit best practices in course, syllabus, and assignment design in light of the opportunities and temptations that generative AI tools present. Faculty will also learn how to make their policies around AI use clear to students and will gain strategies for dissuading students from inappropriate use of these tools. John Fritz, Associate Vice President, Instructional Technology, will share an approach using version control features in word processing that could aid faculty in assessing students' use/misuse of generative AI in course papers and other text-based assignments.

Learn about our Immigrant Students' Experiences: Playing the Board Game "Emerging" √ §
Wednesday, February 19, 2025 ● 10:30 am to 12:30 pm ● Engineering 102

How much do you know about what immigrant students go through to get an education in the US? Were you aware that one in four students in US public schools are part of an immigrant family, and it's closer to 50% in many urban areas? Many of these students experience challenges in K-12 and university settings at the interpersonal level, but also as a result of policies, systems, and norms that are not accommodating. In this session participants will experience these challenges firsthand and learn about the people/systems that can help immigrants to succeed in the US by playing "Emerging," a board game designed by Kerri Evans (Social Work) with funding from a Hrabowski Innovation Fund grant.

Following game-play, participants will engage in a conversation over lunch about the challenges and how we can mitigate them at UMBC, as well as a discussion of gamification and inclusive teaching more generally. More information on the board game, "Emerging: The Educational Journey of Immigrant Students" can be found on CS3's Retrieving the Social Sciences podcast episodes 21 and 46.

Note that this session meets in person in Engineering Room 102 and lunch will be provided. **Please register for this game-playing session only if you are able to attend the entire 2-hour session. If you would like to participate but are unable to attend for two hours, please email fdc@umbc.edu to be put on the waitlist.**

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LEADERSHIP & TEACHING SERIES
Identifying & Addressing Learning Obstacles with Direct Measures √ §
Thursday, February 27, 2025 ● 12:00 to 1:30 pm ● Engineering 102

Does your program require intense core courses or other learning experiences that have become hurdles for your students? Are courses with high failure or withdrawal rates impeding student progress to degree completion? How can you help students successfully hurdle challenging learning obstacles? Direct measures–tools that reveal what students have learned and what they still need to learn–are at the core of this work, since they help educators to pinpoint the learning problem; decide how to intervene (i.e., close the loop); and design multiple direct and indirect measures to gauge an intervention's effectiveness. In this workshop, colleagues from Mathematics and Statistics will demonstrate how they identified a learning obstacle, created an intervention, and measured its effectiveness. Join us to discuss how using multiple direct and indirect measures can lift students over learning hurdles.

Faculty Fulbright Accelerator
Wednesday, March 5, 2025 ● 12:00 to 1:00 pm ● Online via WebEx

Learn about the 2026-2027 Fulbright U.S. Scholar Program at a virtual workshop for UMBC faculty in all disciplines interested in this prestigious fellowship program, the flagship educational exchange program sponsored by the U.S. Department of State. Fulbright offers opportunities for faculty to teach, conduct research, or carry out professional projects in over 135 different countries.

Dr. Brian Souders, Associate Director of Global Learning in UMBC's Center for Global Engagement, and Fulbright Scholar Liaison, will discuss support for faculty applicants. He will also discuss strategies for preparing strong Fulbright applications, initiating outreach to international host institutions, as well as other advice for interested faculty.

Dr. Sarah Jewett, Director of Learning Partnerships in Research and Practice in the Division of Undergraduate Academic Affairs and Affiliate Faculty in Sociology, Anthropology and Public Health and in Language, Literacy, and Culture, will share her experiences as a Fulbright Scholar in Fall 2024 investigating the role of digital storytelling in facilitating dialogue around climate change and environmental engagement at Loughborough University, UK.

This year's application cycle opened in mid-February, and it closes on September 15, 2025.

THE ADVANCED TOPICS SERIES
Can Alternative Grading Approaches Motivate Students and Help them Focus on Learning? Exploring "Ungrading" √ §
Tuesday, March 11, 2025 ● 12:00 to 1:00 pm ● Online via WebEx

Join us to explore alternative ways to assess and evaluate students' work. A range of approaches have been designed to help learners develop intrinsic motivation and love for learning. Educators suggest that "ungrading," which is a collective term for these alternatives to traditional grading, can motivate students, reduce their anxiety, and connect them meaningfully to their learning. Plus, they argue, it can save faculty time. As we tour global, transformative alternative examples like contract, portfolio, and specifications grading, we'll discuss how many

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approaches rely on self and peer assessment. We'll also look at small stakes steps you can implement more easily to experiment with alternative approaches. Charlotte Keniston (Shriver Center), Martin Kobren (Political Science), and Marie van Staveren (Chemistry and Biochemistry) will share their approaches.

THE DIVERSE CLASSROOM SERIES
When You Are Concerned for a Student's Mental Health √ §
Monday, March 24, 2025 ● 12:00 to 1:00 pm ● Online via WebEx OR
Wednesday, March 26, 2025 ● 12:00 to 1:30 pm ● Engineering 102

Students are reporting record levels of stress at college campuses across the US. Depression and anxiety increased dramatically during the COVID 19 epidemic among young people, as did emergency room visits for psychiatric issues. Certain groups of students may be particularly vulnerable, especially students with minoritized identities. Students at UMBC echo these general trends. What should faculty do when a student reports or appears to be having a mental health crisis? What resources are available to refer students to? How can we design course, lab, and classroom environments to support students' mental health?

These are a few of the questions we'll take up in this interactive session, co-sponsored by the FDC and Dr. Rae Chresfield, Assistant Vice President for Health and Wellbeing in Student Affairs.

Please note only the overview of the material will be recorded. The discussion will not be recorded to create a space to share.

New STEM Faculty Book Discussion √
Friday, March 28, 2025 ● 11:00 am to 12:00 pm ● Online via WebEx

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide, 2nd Edition* by Felder and Brent, 2024. There will be three sessions devoted to the book. This session will focus on Part III, pp. 203-300.

Scholarship of Teaching and Learning Discussion Group √ §
Demystifying the IRB Process for SoTL Projects
Thursday, April 3, 2025 ● 12:00 to 1:00 pm ● Online via WebEx

Many faculty approach a new semester of teaching by trying out a different pedagogical technique because they predict the change will improve the teaching and learning experience. *Are you interested in finding out whether a pedagogical change will improve your students' learning?* If so, then join your colleagues for a discussion about any aspect of planning, executing, or publishing a scholarship of teaching and learning (SoTL) project. Prospective and experienced 'SoTLers' are welcome.

Many SoTL projects that study questions about particular populations (e.g., learners, instructors, etc.) will require protocol approval by an Institutional Review Board (IRB). Sometimes, the IRB process can feel daunting and time-consuming to PIs. However, it is an essential step to protecting the rights and agency of human subject participants, and therefore contributes to maintaining overall research integrity at our institution. IRB Manager, Tory Williams (PhD, Biology, 2013), will facilitate this IRB-focused SoTL session to help demystify

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the IRB processes, clarify IRB timelines and address the IRB questions of UMBC's SoTL researchers. This session is intended to be discussion-based; Tory will have resources ready to access (Kuali Sandbox, IRB Website, informational slides, etc.), but attendee questions are very welcome. If attendees wish to pose questions or thoughts in advance, please send them to tory1@umbc.edu.

LEADERSHIP & TEACHING SERIES
Digging into Student Learning Data: Creating Measured Curricular Change √ § ℭ
Wednesday, April 9, 2025 ● 12:00 to 1:00 pm ● Online via WebEx

What options do educators have when learning data calls for change? In this session, we will explore how UMBC faculty apply innovative [closing-the-loop interventions](#) to meet students' learning needs and center them in continuous improvement next steps. For example, when students in the first year of the Community Leadership Program demonstrated the need for practical skills to support their leadership learning, faculty invented a short-term, one-credit course focused on a specific skill, and developed a series of [skills courses](#) that closed the learning gaps. Recently, in a Community Leadership course on Emergent Strategy, students undertook an assessment of the program and then drew on their findings to develop a productive Ecosystem Mapping workshop session for faculty members. In Aging Studies, rubric data showed that students struggled with core critical analysis skills: to close the loop, faculty adapted course scaffolding, created additional opportunities to practice, and analyzed the results in the final internship site evaluations. Sally Scott and Maryam Najafi from Community Leadership and Louise Murray from the Erickson School for Aging Studies will share these efforts to close the loop and improve student learning.

Bring Your Best Idea: Integrating Generative AI to Support Student Learning at UMBC √ §
Monday, April 14, 2025 ● 12:00 to 1:00 pm ● Online via WebEx

The FDC recently held a three-part book discussion on *Teaching with AI* by José Antonio Bowen and C. Edward Watson (available as an ebook through the AOK library) and [welcomed Dr. José Antonio Bowen to campus to facilitate two AI workshops](#). Whether or not you were able to attend those sessions, join us to share and/or learn from UMBC faculty's experiences incorporating AI into class activities or assignments. How have you experimented with using AI to support student learning in your courses? What questions do you have about integrating AI tools into your class?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas to this lively, collaborative, and fast-paced sharing session. Anyone who has an idea to share with the whole group will have two minutes to describe it. No slides please, though a link to a handout 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.

Enhancing Critical Thinking with GenAI √ §
Featuring Dr. Eugenia Novokshanova & Dr. Michelle Kassorla
Wednesday, April 23, 2025 ● 12:00 to 1:30 pm ● Online via WebEx

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The AI revolution is here: Are your teaching methods evolving? Join us for this timely webinar as we explore how higher education is preparing students for the rise of AI. Presenters **Dr. Eugenia Novokshanova** and **Dr. Michelle Kassorla** will share insights from *The Multimodal AI Project*.

Discover practical strategies for ethically integrating AI into your classroom, including:
- Using AI as a powerful research tool.
- Effective AI prompting techniques.
- Adjusting rubrics for an AI-integrated future.
- Empirical evidence on how GenAI can enhance critical thinking.

Learn how to leverage GenAI to improve student outcomes and uphold academic integrity. This webinar will provide valuable direction based on the presenters' SOTL research and their recent publication, *Serious Play*.

Dr. Eugenia Novokshanova and **Dr. Michelle Kassorla** from Georgia State University, Perimeter College, bring extensive experience in composition and AI integration. Dr. Novokshanova, a Multimodal Writing AI specialist with a Ph.D. in Rhetoric and Composition, and Dr. Kassorla, an EDUCAUSE AI expert panel member, both lead *The Multimodal AI Project* and actively research AI's impact on student learning. Their recent publication, *Serious Play*, guides educators in using GenAI effectively in their courses.

This session is co-sponsored by the College Teaching and Learning Science Program and the Faculty Development Center.

*UMBC is committed to inclusivity and accessibility. If you are in need of any accommodations or other assistance, please contact professionals@umbc.edu as soon as possible. *Please note that automated closed captioning (English) is available via the WebEx Assistant on UMBC's WebEx Meetings platform.*

[Register using this Google form](#) to receive the WebEx link.

Active Learning Inquiry Teaching (ALIT) Certificate End of Year Celebration √
Friday, May 2, 2025 ● 10:00 to 11:00 am ● Online via WebEx

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.

The article we'll discuss at the session is: Clark, R. M., Guldiken, R., Kaw, A., & Uyanik, O. (2024). The case for metacognition support in a flipped STEM course. *International Journal of Mechanical Engineering Education*, 03064190241255113, attached and [available at this link](#).

This event is for all current participants in and alumni of the Active Learning, Inquiry Teaching (ALIT) Certificate program. Both those in the first or second year of the program are strongly encouraged to attend and alumni are welcome to join.

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Innovation for Teaching Effectiveness (INNOVATE) Certificate End of Year Celebration §
Friday, May 2, 2025 ● 12:00 to 1:30 pm ● Online via WebEx

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 all current participants in and alumni of the Innovation for Teaching Effectiveness (INNOVATE) Certificate program. Both those in the first and second years of the program are encouraged to attend and alumni are welcome to join.

Faculty Learning Communities End of Year Celebration
Friday, May 9, 2025 ● 12:00 to 1:30 pm ● HyFlex: University Center 310 and Online via WebEx

Join this celebration to learn more about the Faculty Learning Community (FLC) program at UMBC. Participants in the current FLCs have spent the year exploring and discussing the topics of developing students' AI literacy, using AI to enhance and expedite teaching, student identities and why they matter, and the role of humor in the classroom. At this event they will share and demonstrate the outcomes of their work. Participants will also have the opportunity to learn more about proposed FLC topics for 2025-26. Visit the FDC website for further information about FLCs. Lunch is provided.

Writing and/or Talking About Your Teaching √ §
Wednesday, May 14, 2025 ● 12:00 to 1:00 pm ● Online via WebEx

You've written papers, proposals, abstracts, and presentations that describe your research plans and accomplishments—but what about your teaching? Throughout your career, you may be asked to write about or discuss your goals and accomplishments for your teaching. How do you craft a 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 supports your claims. Please note that this workshop is not offered every year, so we encourage anyone who plans to write about their teaching in the next several years to join us.

Graduate students or Postdocs who are applying for positions are welcome to attend.

Program Series

THE PROVOST'S NEW FACULTY LUNCH SERIES
Our longest running series!

Sessions in this series are designed to support new faculty as they transition to teaching at UMBC. They involve sharing ideas on how to foster and assess student learning, including:

- Effective and inclusive teaching approaches,
- Efficient grading strategies, and

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- Campus resources for faculty and student success.

All faculty are welcome to attend.

THE ADVANCED TOPICS SERIES
Launched in September 2021!

Sessions in this series are designed to delve deeper into special topics that synthesize multiple research-based ideas for cultivating student learning. During these sessions, faculty and staff colleagues will support your efforts to energize your classroom with classic and cutting-edge pedagogical approaches that will help you to ...
- Identify how to integrate complex learning science applications into your course design and delivery,
- Challenge your higher order thinking skills to investigate and assess new ways to foster student success, and
- Connect and collaborate with colleagues seeking to create exemplary learning exercises and environments across courses and learning opportunities.

All faculty are welcome to attend, especially those who...
- aspire to complicate and build on core pedagogical knowledge shared in other FDC programs, or
- wish to cultivate and apply learning research to innovative, engaging, and effective classroom practices.

THE DIVERSE CLASSROOM SERIES
Launched in February 2017!

Sessions in this series are designed to help you capture UMBC's strengths in diversity to create vibrant learning environments--environments that effectively challenge and support every student. During interactive sessions, faculty and staff colleagues will help you address challenges and explore key questions, for example,
- How can you learn about your classroom audience to better connect with your students and reflect on their learning needs?
- How can you make your classroom more hospitable for all learners?
- How can you handle sensitive discussions in your classroom?
- How can you ensure that students from different academic and social backgrounds and with different physical and cognitive abilities experience classrooms where they are welcomed, challenged, and supported?

All faculty are welcome to attend, especially those who...
- aspire to make their classrooms more inclusive of our diverse student population.
For additional resources, see https://calt.umbc.edu/teaching/the-diverse-classroom/.

LEADERSHIP & TEACHING SERIES
Launched in March 2018!

Sessions in this series are designed to help you to reflect on challenges in collegiate teaching and how you, in your role as a formal or informal leader at UMBC, can contribute to innovative

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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?

All faculty are welcome to attend, especially those who…
- Are chairs, deans, graduate program directors, or have formal leadership roles, or
- Have informal leadership roles or who aspire to be campus leaders.

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