Annual Report of the Faculty Development Center

July 1, 2024 – June 30, 2025

UMBC

TABLE OF CONTENTS

Cover Photo: Faculty members discussing work shared during a poster at the poster presentation at the Eighth Annual UMBC Provost's Teaching & Learning Symposium on September 27, 2024.

Attendance and participation statistics compiled by Sarah Swatski.
Report and by the numbers graphic designed by Sarah Swatski.

Photo Credits:

- Staff Photos on page 3: Kerrie's by Melissa Penley Cormier for UMBC, Jennifer and Sarah's by Marlayna Demond '11 for UMBC, and Linda's provided by Linda C. Hodges.
- FDC programming photos on pages 1, 8, 9, 10, 12, 16, 17, 18, 20, and 30 taken by Sarah Swatski.
- FLC Kickoff photo on page 15 taken by Anna Malečková.
- INNOVATE logo on page 31 created by Kerrie Kephart.

FDC STAFF

Kerrie Kephart, Ph.D.

Interim Director

Jennifer M. Harrison, Ph.D.

Associate Director for Assessment

Sarah Swatski, M.S.

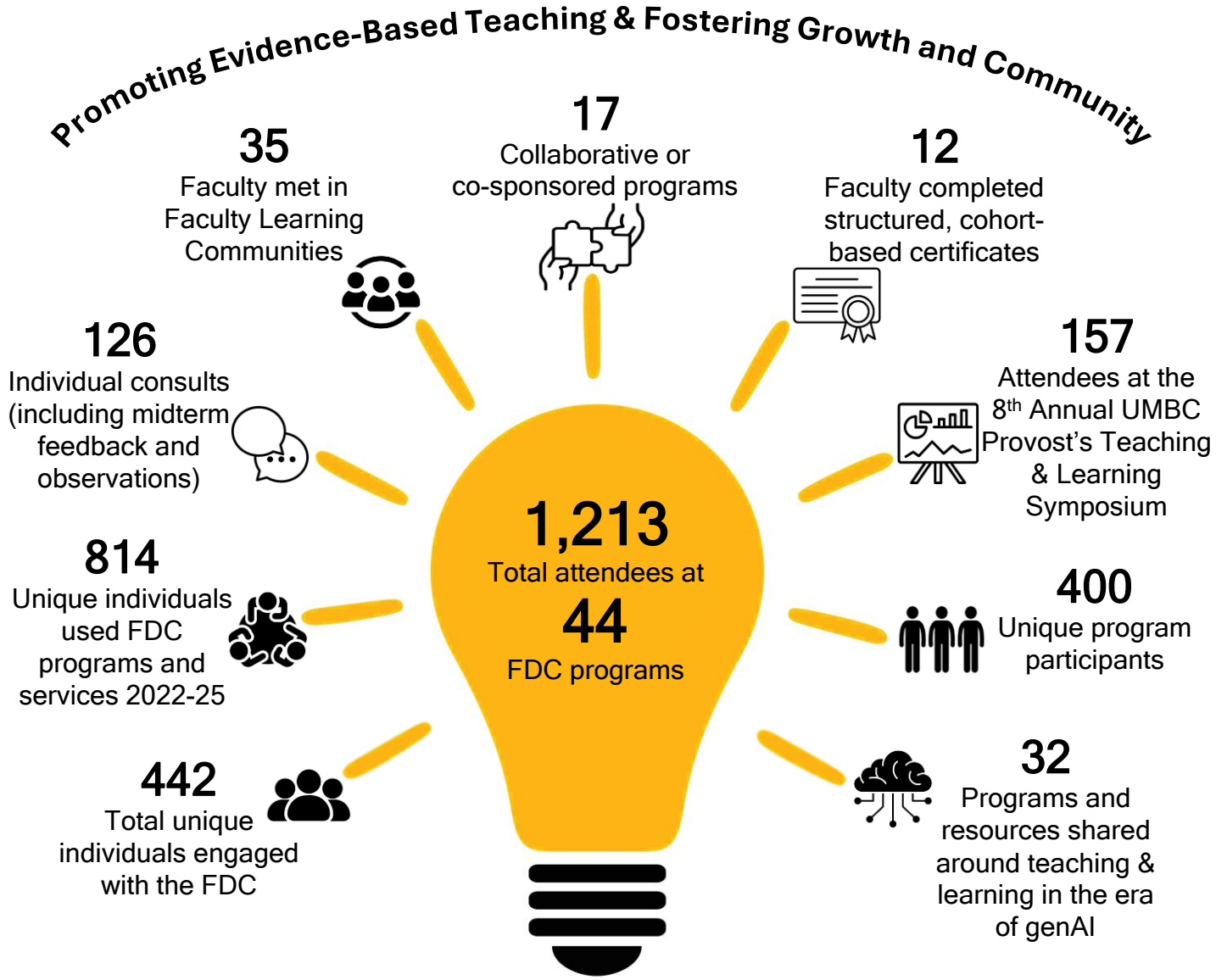
Programming and Operations Administrator

Linda C. Hodges, Ph.D.

Director Emerita & Continuing Consultant

BY THE NUMBERS, 2024-25

Supporting UMBC's mission of **excellence, innovation, and inclusion in teaching** by providing a **comprehensive program of services and resources** emphasizing faculty development, pedagogical innovation and research, and assessment.



Supporting Pedagogical Innovation, Research, and Assessment			
3 New co-authored publications or presentations	**15** Campus committees/groups supported	**7** Hrabowski Innovation Fund grants awarded	**3** External grants supported

INTRODUCTION

In AY25, the FDC's three full-time staff members maintained a robust offering of workshops and continued to gather student mid-term feedback, conduct observations of teaching, and consult individually and in groups with faculty, among other efforts, despite staffing shortages.[1] However, we have had to curtail our prior level of support for pedagogical innovation, research, and assessment, university service, and scholarship. We hope that the Center's staffing and budget will be restored, so that we may return to a more sustainable workload and enhanced level of services. In addition to our continuing programming and services, this academic year we also undertook a self-study and contracted a team of external reviewers to provide leadership with useful perspectives on our strengths and challenges, along with suggestions for its future development. These introspective activities are described below.

Self-Study: In January 2025, the FDC began participating in a year-long, comprehensive, cohorted self-study process, supported by the University System of Maryland (USM) Kirwan Center for Academic Innovation. The goal of the self-study is to help leadership understand the FDC's current structure, programming, and services in order to align these activities with the institutional mission and help advance UMBC's goals over the next 2-4 years. The Interim Director convened a Core Committee of four UMBC faculty[2] to support and advise the collection of data and evaluation of the FDC. In May 2025, the core committee surveyed the broader faculty about their vision for the FDC's goals, purpose, approach, and types of programming and services needed.

"I have participated in similar programs at other institutions. ***UMBC, however, is by far the best of them all.*** *There are resources, certifications, synchronous sessions (mostly online!), and asynchronous videos. You do evaluations as well. All with a staff at least half the size of anywhere else I know. Though I'm not new to many of the ideas and concepts, there is usually something new every time. Most importantly, I feel more confident and supported in my interests and activities to improve education both in effectiveness and in accessibility at UMBC and for younger students as well."*

-Self-Study Survey Respondent

[1] The Director Emerita retired at the end of 2023 and a position for an Assistant Director for Pedagogical Research ended in June 2024.

[2] Members of the Self-Study Core Committee include: Mariajosé Castellanos (Chemical, Biochemical, and Environmental Engineering), Sarah Jewett (Undergraduate Academic Affairs and Sociology, Anthropology, and Public Health), Sarah Leupen (Biological Sciences), and John Schumacher (Sociology, Anthropology, and Public Health).

External Review: In April 2025, the Center also engaged two outside consultants with expertise in evaluation of Centers for Teaching and Learning, Dr. Mary Deane Sorcinelli, Senior Fellow and Professor Emeritus of the Center for Teaching & Learning at the University of Massachusetts Amherst, and Dr. Michael Reder, Director of the Joy Schechtman Mankoff Center for Teaching and Learning at Connecticut College. The reviewers met with 24 focus groups consisting of over 130 senior leaders, faculty, and staff collaborators to prepare a report recommending a path forward for the FDC, which we hope will be useful to leadership for strategic planning. The report from the external reviewers states that the FDC "is highly regarded among UMBC academic leaders, faculty and staff," highlighting its strengths in six categories:

> *"As one interviewee put it, the staff are 'punching way above their weight.'"*
>
> -Review of the Faculty Development Center (Sorcinelli & Reder, 2025)

1. Fosters a Vibrant Teaching Community
2. Shares the Significant Expertise and Experience brought by FDC Staff
3. Aligns with Institutional Priorities and CTL Best Practices
4. Demonstrates Strong Coordination and Communication
5. Delivers High Quality Programming and Opportunities
6. Builds Effective Collaboration and Partnerships

The report also shared that "While the FDC continues to carry out work that would be the envy of many centers for teaching and learning," six areas that merit attention include:

1. Clarify the Mission, Name, Structure, and Goals of the FDC
2. Return the FDC to Full Staffing
3. Stabilize Funding
4. Reimagine the FDCs Relationship to Instructional Technology, including Space
5. Support Teaching Improvement at the Departmental Level
6. Increase Public Recognition and Promotion of the FDC's Work by UMBC Leadership

For more details, please see the full report, "Review of the Faculty Development Center" by Sorcinelli and Reder (June 2025).

> *"A long-time faculty member stated, 'The FDC is the entire reason I am still here,' adding that they would have left for industry long ago without the FDC's support. Another praised the individualized attention received from the FDC during a critical time in their teaching, declaring the FDC is 'what kept me at UMBC.'"*
>
> -Review of the Faculty Development Center (Sorcinelli & Reder, 2025)

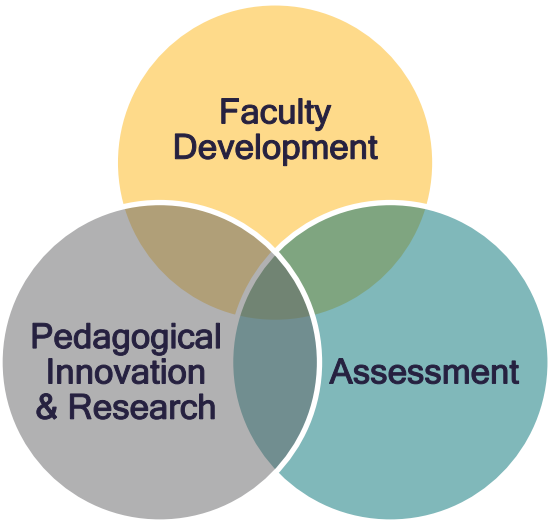
PURPOSE AND GOALS

The Faculty Development Center (FDC) supports the University in its mission of excellence, innovation, and inclusion in teaching by providing a comprehensive program of services and resources. The goals of the work of the FDC align with those of UMBC's 2016 Strategic Plan to:

- Provide exemplary support for educators in creating state-of-the-art undergraduate and graduate curricula delivered through innovative and effective approaches to teaching and learning.
- Continue to build a culture of academic assessment to support our faculty as the primary drivers of continuous improvement in student learning outcomes.

The Center's work has three synergistic and complementary areas of emphasis:

> *"It is clear from both our review of the FDC's program portfolio and the many interviews we conducted that the Center plays an essential role in advancing UMBC's mission and vision."*
>
> -Review of the Faculty Development Center (Sorcinelli & Reder, 2025)



Efforts in 2024-25 focused primarily on:

- Planning and implementing programs in response to emerging faculty needs, including collaborative programs with colleagues in units across campus
- Consulting with individual faculty, departments, and other units
- Coordinating Faculty Learning Communities (FLCs) and faculty certificate initiatives
- Supporting research on teaching and learning initiatives on campus
- Supporting assessment of student learning outcomes campus-wide
- Coordinating the Hrabowski Innovation Fund (HIF) Award Competition
- Coordinating the Provost's Teaching & Learning Symposium
- Serving the university by meeting regularly with committees and completing individual service and professional development activities

STRUCTURE, OPERATIONS, AND IMPACT

1. Faculty Development

General Programming and Services: In AY25, FDC programming continued to address timely and pressing issues, such as teaching and learning in the era of generative AI, motivating and engaging students to focus on learning, using curriculum mapping and student learning data to sustain assessment efforts, and advancing UMBC's inclusive excellence mission by helping to create classroom environments where all students can succeed. We continued to provide services in multiple formats and offer a flexible schedule of programming that allows faculty to share information and experience community via discussion with colleagues. Requests from faculty participating in our certificate programs and informal conversations with other faculty informed the teaching and learning topics we addressed. Anecdotal data as well as data from our recent survey of faculty show that many faculty value the potential for making interpersonal connections and building community through attending programs in person, yet others appreciate the convenience and accessibility of online programming. To address this feedback, we offered more programming overall—including more virtual programming as well as additional in-person programming—than we have since the beginning of the pandemic. To reach faculty who were not able to attend a program in real time, we sent recordings and resources to those who requested them and created a tipsheet based on the *Encouraging Academic Integrity in the Era of Gen AI* program, which has 316 views and 80 downloads by 258 unique individuals to date.

Faculty members play the board game "Emerging: The Educational Journey of Immigrant Students" designed by Dr. Kerri Evans (SOWK) at a FDC program on February 19, 2025, to learn about immigrant students' experiences. The group then discussed both how to mitigate the challenges immigrant students face at UMBC and gamification and inclusive teaching more generally.

Collaborative Programming and External Speakers: To extend our reach, cover a wider variety of topics, and build our networks across campus, we collaborated with campus partners to offer discussions on topics that impact teaching and learning. We offered programs in partnership with the Center for Democracy and Civic Life, the Center for Global Engagement, the Institutional Review Board, DoIT Instructional Technology and New Media, and Student Affairs. These programs provided faculty the benefit of discussing topics with experts and provided a venue for staff to reach faculty. We also brought in external speakers to discuss teaching and learning in the age of Generative AI, including: José Antonio Bowen (co-sponsored with DoIT's Instructional Technology & New Media team), Eugenia Novokshanova and Michelle Kassorla (co-sponsored with the Division of Professional Studies' Certificate in College Teaching Learning Science), and Mike Kentz (co-sponsored with John Schumacher, Sociology, Anthropology, and Public Health). The recordings of the workshops by José Antonio Bowen have 87 views by 45 unique viewers, and the video of the presentation by Drs. Novokshanova and Kassorla has 163 views.

Faculty members attend the AI Literacy & Prompt Engineering Workshop by Dr. José Antonio Bowen at UMBC on January 23, 2025.

Faculty members attend the AI Assignments and Assessments Workshop by Dr. José Antonio Bowen at UMBC on January 23, 2025.

President Valerie Sheares Ashby and Provost Manfred H.M. van Dulmen answer questions from new faculty members at the FDC's New Faculty Welcome on August 19, 2024.

Welcoming New Full- and Part-Time Faculty: On behalf of Faculty Affairs, the FDC has coordinated welcome programming for new full- and part-time faculty for over 15 years. While the length and format of these programs has varied over the years, the goal has always been to welcome new faculty, offer them the opportunity to connect with staff and each other, and orient them to resources to help them start off well at UMBC. The FDC coordinated a half-day, in-person welcome event for new full-time faculty in August 2024, featuring a welcome from leadership, advice from former new faculty, and information about teaching resources. The FDC also coordinated 60-minute virtual sessions in August 2024 and in January 2025 to connect new adjuncts with colleagues through an FDC-facilitated discussion around co-constructing a learning community. In addition to the virtual welcome, the Programming and Operations Administrator curated virtual, asynchronous orientation resources from campus departments for the new adjuncts.

A demo poster at the Eighth Annual PT&LS on September 27, 2025.

Provost's Teaching & Learning Symposium (PT&LS): The FDC planned and organized the eighth annual UMBC PT&LS, held on September 27, 2024. The symposium featured breakfast with the Deans, a poster and teaching tool demonstration session, themed interactive exploration spaces, lunch, and a keynote, *Effective, Engaging Teaching in a Wired World: Using the Science of Memory to Promote Deep Learning*, by Dr. Michelle Miller. The poster and teaching tool demonstration session included 28 posters from UMBC faculty, staff, and students, and the building inclusive excellence session featured six interactive demonstrations around different inclusive teaching techniques. At the curriculum mapping session, attendees explored UMBC's curriculum, discovered common ground across disciplines, and identified "hidden" learning outcomes, all guided by faculty and staff experts. A passport, developed by the FDC staff and designed by the Programming and Operations Administrator, guided attendees through the Symposium and provided opportunities for reflection on the day's activities. A recording of the keynote, digital copies of the posters/demos, resources from the inclusive teaching practices room, and a video of the live curriculum mapping experience are available on our PT&LS webpage.

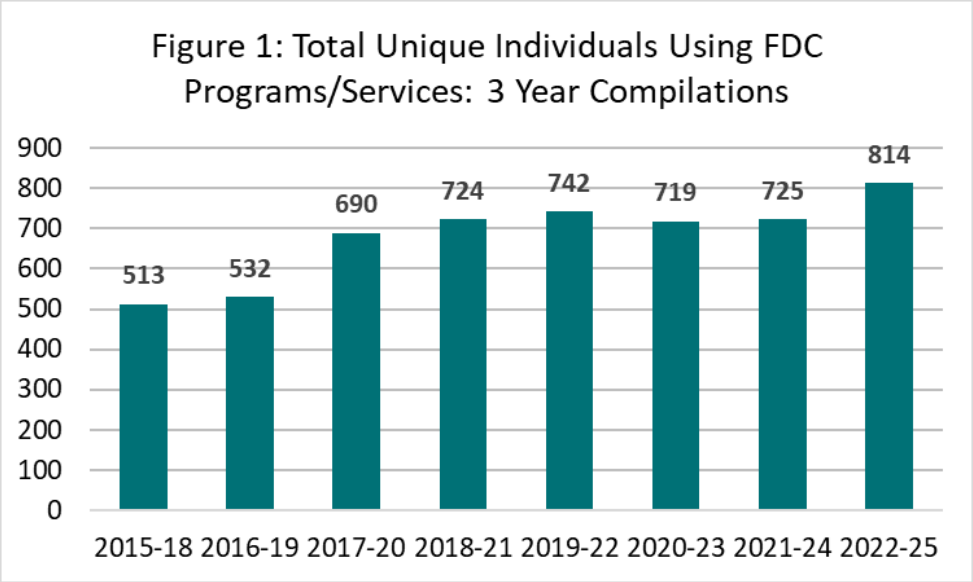
Services: In addition to our programming, the FDC provides individual consultations, gathers student mid-term feedback through the CATALyst process, and conducts classroom observations. Consultations can focus on any teaching and learning topic, such as course design, assessment of student learning outcomes, active learning strategies, and writing in the disciplines. The Classroom Assessment for Teaching And Learning, or CATALyst, helps faculty gather student feedback about a course at midterm so they have the opportunity to intervene to address any smaller issues before they become end-of-semester problems. Through the CATALyst process, FDC staff gather feedback, analyze the data, compile themes in a report, and debrief with the instructor to discuss how best to address the students' feedback. Observations provide another perspective on course materials or lectures to help faculty clarify their goals and make changes in their methods and practices to reach their students. All services are voluntary, confidential, and formative.

> *"The mid-course review and classroom observations were extremely helpful for me to develop my teaching, especially at the beginning of my career at UMBC. The feedback that was provided was consistently valuable and I have incorporated almost all of the suggestions into my teaching practice."*
>
> -Self-Study Survey Respondent

Outcomes: Data on Program Attendance and Use of Services: We summarize 15 years of data on UMBC faculty's interactions with the FDC in Table 1, which lists the services provided and the number of instances, as well as the total number of programs implemented. Appendix 1 provides an itemized list of program topics, starting with those for which the FDC took the lead or was a financial co-sponsor, followed by those coordinated by other units that the FDC advertised. Table 1 includes the count of unique faculty with whom we consulted and/or who attended general programs, Table 2 gives the distribution of faculty who used services by rank, and Figure 1 shows three-year compilations. While the vast majority of our attendees are UMBC faculty and staff and our outreach and messaging are aimed primarily at that audience, we also had limited attendance from UMBC students and partners. For example, two speakers we co-sponsored with the CTLS program extended our reach to alumni and community members. Appendix 2 contains a list of all of the FDC's efforts to support faculty around teaching and learning in the era of Generative AI.

> *"The list of activities that originate from the FDC is incredibly impressive, especially given the size of its current staff. Interviewees noted that Center programs had a clear purpose, were well organized, explored a variety of methods and formats, and fostered collegial connections."*
>
> -Review of the Faculty Development Center (Sorcinelli & Reder, 2025)

The Center provided a level of programming consistent with previous years. The 1,231 total attendees at 44 programs was only topped once in the 2019-20 academic year when attendance increased due to the rapid shift to remote instruction during COVID-19. While we initially planned to scale back slightly on programming in AY25, we added a number of programs throughout the year to respond to requests from leadership and faculty.



Digital Accessibility: In AY25, the Programming and Operations Administrator worked to continue to improve the accessibility of the FDC's website and online resources. In January, she worked to transition recordings of invited speakers' talks into Panopto to provide captioning and streaming optimized for users' bandwidth. In April, she encouraged the myUMBC team to add alternative text to myUMBC post and event thumbnails. Though she had previously worked to ensure all images on our website had alternative text, after attending a Digital Accessibility Summer Camp in June, she has spent more time ensuring that any resources newly added to the website are fully accessible.

Faculty and staff visit demonstrations showcasing inclusive teaching techniques at the "Bridges to Belonging: Building Inclusive Excellence" session at the Eighth Annual UMBC Provost's Teaching & Learning Symposium on September 27, 2024.

Table 1: Programs, Consultations, and Meetings with Faculty

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020°	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total individual consultations*	50	93	121	117	134	268§	213	197	153	230	221	180	161	139	126
Total individ. assessment consult.*	0	12	8	10	9	125§	97	73	17	45	14	20	28	9	25
Dept./unit assessment discuss. ǂ	3	2	4	5	12	40	26	21	41	33	36	20	23	22	45
Unique contacts on assessment	0	12	8	10	9	112	44	44	32	34	26	19	27	21	41
Class observations	8	14	6	16	18	9	19	26	33	28	38	24	26	25	24
Class/dept. small group feedback	8	2	37	15	21	46	44	48	64	74	71	51	32	51	34
Number of programs held**	28	32	30	27	30	37	38	45	50	57	48	43	39	37	44
Total attendance at programs**	414	576	462	490	472	757	718	851	995	1,558	1,096	788	936	836	1,231
Unique individuals at programs**	#	206	150	197	190	204	215	231	261	449	330	246	378	338	400
Unique individuals using consults	45	67	85	83	89	142§	117	114	119	163	147	122	108	112	119
Total unique individuals**	**#**	**234**	**202**	**241**	**231**	**270**	**262**	**274**	**301**	**494**	**371**	**295**	**413**	**376**	**442**

\# Data are not available.
* Includes multiple consultations with same individual faculty on issues and includes email and telephone; does not include meetings for writing papers
** Does NOT include faculty attending orientations or individual FLC sessions; does include graduate students and staff
ǂ Includes multiple meetings with representatives about program level assessment
§ Assessment consultations higher due to preparations for Middle States review
° Numbers of programs and attendance was higher due to the rapid shift to remote instruction during COVID-19

Table 2: Distribution of Distinct Faculty Using Consultation/Observation Services by Rank

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016*	2016-2017	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Professor	5	3	8	7	8	15	8	9	8	15	14	18	14	9	11
Associate Professor	7	19	16	8	12	24	18	18	17	24	19	16	15	13	16
Assistant Professor	12	16	26	33	25	28	32	32	29	42	33	19	26	22	27
Teach-track/Instr./Prof. Prac./Res./Clin.	12	15	19	19	18	34	33	31	28	38	45	31	22	31	24
Pt-time/Adj./Visit./PD/GS	8	11	12	12	9	18	4	7	14	24	17	19	21	25	22
Staff/Administrators	1	3	4	4	17	23	21	17	23	20	19	19	10	12	19
Total	**45**	**67**	**85**	**83**	**89**	**142**	**116**	**114**	**119**	**163**	**147**	**122**	**108**	**112**	**119**

* Assessment consultations higher due to preparations for Middle States review
** Consultations higher due to shift to remote instruction because of COVID-19

Certificate Programs: In addition to the series of stand-alone programs open to all faculty, the Center offers two certificate programs that allow faculty to engage in sustained, structured, cohort-based experiences of learning and reflection around teaching: the Active Learning, Inquiry Teaching (ALIT) certificate for STEM faculty and the Innovation for Teaching Effectiveness (INNOVATE) certificate program for CAHSS, SOWK, and Library faculty. The programs are designed to be completed in two years, and each May we celebrate new cohorts of certificate completers. Requirements for these programs can be found in Appendices 4 and 5. Table 3 gives numbers of faculty completing the certificates since they were established by year, and Table 4 gives the numbers of faculty completing the certificates since inception by appointment type.

Table 3: FDC Certificate Completers by Year Since Inception

	May 2017	May 2018	May 2019	May 2020	May 2021	May 2022	May 2023	May 2024	May 2025	Total Completers
ALIT	14	8	14	7	17	10	10	8	6	94
INNOVATE	n/a*	9	12	9	4	9	5	5	6	59

*The first cohort of the INNOVATE Certificate program completed in May 2018.

Table 4. Faculty Completing the Certificates by Appointment Type

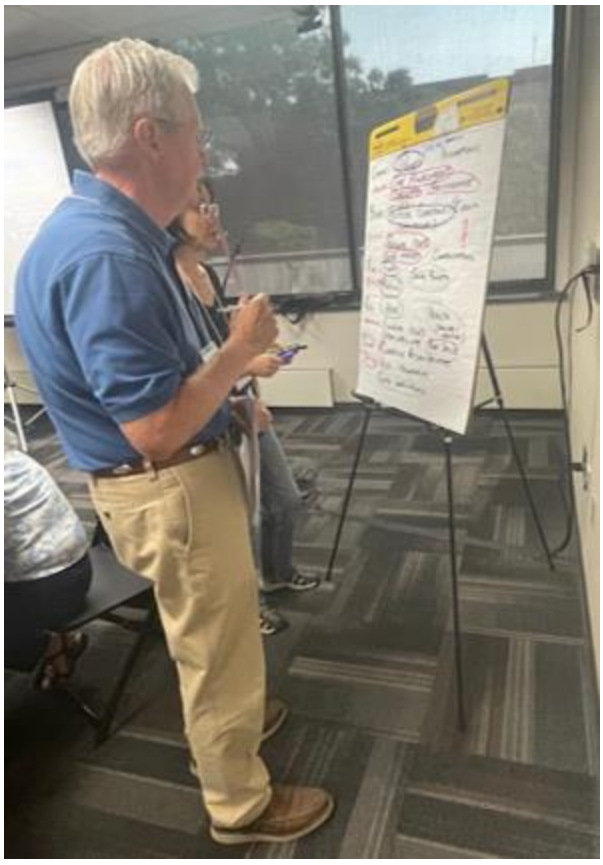
	ALIT *(2015-25)*	INNOVATE *(2016-25)*
-Tenure-track faculty	43	29
-Lecturers	39	20
-Adjuncts/Staff	12	10
Total faculty/staff completing	**94**	**59**

153 FDC Certificate Completers, 2015-2025

Certificate Program Evaluation: A project to evaluate the certificates, led by the Programming and Operations Administrator, began in June 2024. The team has been comparing the pre- and post-data from the Teaching Perspectives Inventory survey, reviewing written reflections, and analyzing survey data on completers' experiences. The team plans to prepare a report for stakeholders and a publication to share results of interest with a wider audience, possibly to include a proposal for additional FDC-sponsored, structured opportunities to extend, expand, or share certificate completers' knowledge.

"The INNOVATE Certificate program was great because it engaged me in so many facets of the FDC's work. It was a comprehensive and structured way to ensure I was prioritizing professional development and reflecting on my teaching. It was also great to build community with other faculty..."

-Self-Study Survey Respondent



Facilitators summarize ideas generated by participants at the FLC Kickoff on August 16, 2024.

Faculty Learning Communities (FLCs): Under the leadership of the Interim Director and the Programming and Operations Administrator, the FDC organized and coordinated five faculty-led FLCs during AY25. The groups 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. For this signature program of the FDC, 5 groups of 5-9 faculty met 12-13 times during the year with the goal of learning about ways to improve their students' learning experiences. Each FLC participant is expected to develop a personal response to the topic–e.g., a new assignment, approach, or form of assessment–that will enhance their teaching and/or student learning. Participants and facilitators of each topical group in AY25 are listed in Appendix 3. Table 5 shows participation in FLCs since they began in spring 2014. Notably, two former FLCs (*Fostering Pedagogies that Engage and Support Transfer Students* from 2021-22 and *Seeing White: The Influence of Structural and Institutional Racism on Teaching and Learning in Higher Education* from 2019-20) organized and continued their work as Center for Social Science Scholarship (CS3) funded working groups in 2024-25.

Table 5: Participation in Faculty Learning Communities

	SP 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
FLCs	3	4	3	3	4	4	4	3	4	3	4	5
Participants	21	27	20	17	31	26	29	30	24	18	28	26
Facilitators	3	7	3	4	6	7	5	3	6	6	8	9
Total	**24**	**34**	**23**	**21**	**37**	**33**	**34**	**33**	**30**	**24**	**36**	**35**

160 Total Unique FLC Participants, 2014-2025

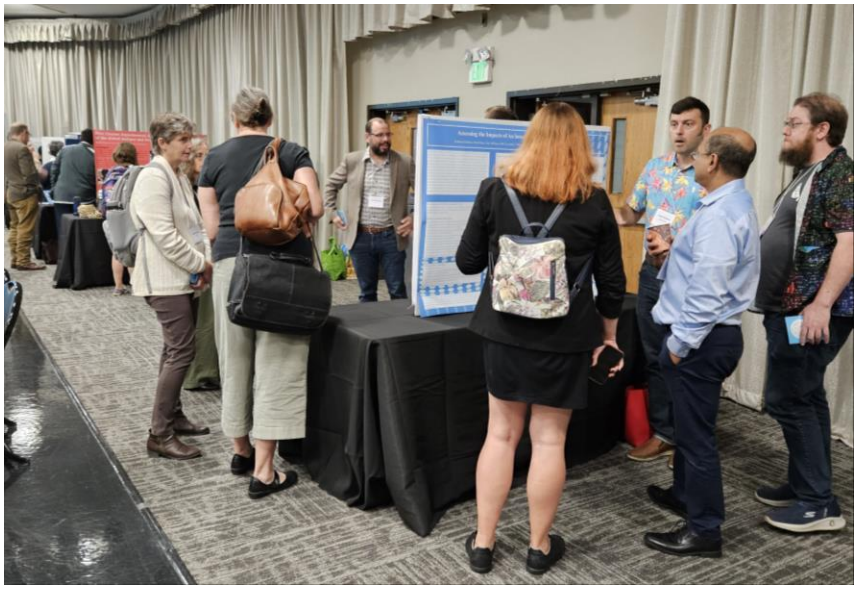
"Sharing my experiences/questions/ideas with other that had similar interests provided me with a community and wonderful conversations and ideas to grow as a faculty member."

-Self-Study Survey Respondent on FLCs

2. Support for Pedagogical Innovation, Research, and Assessment

Support for pedagogical research and the scholarship of teaching and learning continues to be part of our effort as shown below. However, with diminished staffing, this area of support has had to be somewhat curtailed, notably for the support of SoTL projects and the evaluation of funded projects. The Interim Director declined new requests for paid evaluations of funded projects in AY 25.

Hrabowski Innovation Fund (HIF) Award: The HIF supports initiatives to enhance teaching and learning at UMBC, with specific emphasis on innovative approaches to increase student success. The FDC has administered the HIF award process since its inception in 2012, announcing the call for proposals, advising potential PIs, convening the review committee, notifying the Provost of committee recommendations, conveying the committee's feedback to proposers, and tracking award requirements. HIF grants are awarded twice per year, once in the Fall semester and once in the Spring semester. Available funding for the selection committee to recommend for allocation by the Provost has been limited to $100,000 per year. Table 6 shows the number of applicants and awardees by year.



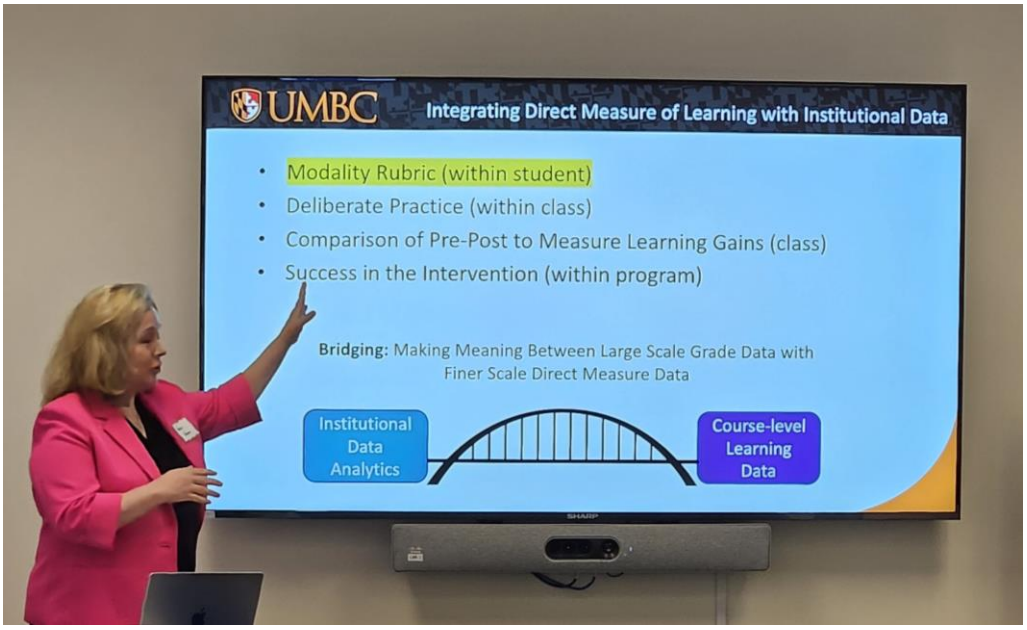
Faculty members visit posters at the Eighth Annual UMBC Provost's Teaching and Learning Symposium on September 27, 2024.

Table 6: Hrabowski Innovation Fund (HIF) Applicants and Awardees by Year

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Applicants	7***	5*	8*	17*	14*	13	15	19****	19*****
Awardees	5	3	7	7	8	9	11	6	7

*Asterisks indicate the number of resubmissions from prior semesters.

Reflection Framework Development Group: The Interim Director leads an ongoing group of STEM faculty and a graduate student researcher in the design of an analytical framework for understanding reflection for teaching and learning. The group submitted one conference abstract in AY25 and is collaborating with Academic Engagement and Transition Programs to study and enhance students' opportunities for reflection in the redesigned UNIV courses.



Colleagues from the Mathematics and Statistics department share how they collaborated with the FDC to identify and address learning obstacles with direct measures at an FDC program on February 27, 2025.

Pedagogical Research in the Disciplines: The FDC's collaborative work with HIF award recipient Dr. Kathleen Hoffman was highlighted in a UMBC News article "Teaching them to think": New course prepares students for success in proof-based mathematics. The team studied the effects of a new, intermediate math course aimed at scaffolding student learning within a major track with historically high rates of student failure and withdrawal, yielding a curriculum change and further curriculum mapping. FDC staff supported design and assessment of the interventional course, including design of a research study, data analyses, bridging of institutional data analytics to course-level learning data, and presentation and co-authorship of publication of results.

NSF CAREER Grants: The Interim Director consulted with three faculty on NSF CAREER proposals and provided a workshop on assessment for the educational portions of these grants.

"The studies would not have been possible without support from the Faculty Development Center. While many faculty might like to conduct more rigorous analysis of their teaching methods, it's not their area of expertise. 'If you want people like me who do disciplinary research to engage in pedagogical research, you have to give me some help,' as Hoffman put it."

-UMBC News

3. Support for Assessment of Learning Outcomes

The Associate Director for Assessment worked with a variety of individuals and groups this year in supporting student learning outcomes assessment. Specifically, she:

- Supported faculty in student-centered learning assessment, including outcome revision and development, curriculum mapping, alignment, direct measure development, and data-informed decision making.

- Continued to work with Academic Affairs on APR self-study preparation, development, and review. Gave detailed feedback to each self-study draft with a rubric (shared and reviewed in the APR workshops) to give consistent feedback about required assessment reporting for the APR. Gave workshops and consulted with faculty and leaders.

Faculty and staff experts guide visitors through a live curriculum mapping experience at the “Expeditions to Uncover Learning: Mapping UMBC’s Mission and Vision” session at the Eighth Annual UMBC Provost’s Teaching & Learning Symposium on September 27, 2024. Attendees explored UMBC’s curriculum, discovered common ground across disciplines, and identified “hidden” learning outcomes.

- Continued to work with CAHSS leaders to help faculty focus on learning assessment reporting in the Biennial Reports and APR work. Created and delivered customized workshops, provided consultations, and connected faculty to relevant resources.

- Worked with faculty in the Mathematics and Statistics Department and the former FDC Assistant Director for Pedagogical Research to publish an article demonstrating closing-the-loop interventions, double-loop analysis, and the student learning that resulted (Hoffman, K., et al. 2025). Created a lively in-person closing-the-loop discussion based on this work as part of spring FDC programming.

- Consulted with GEP committee leaders on the next steps for clarifying the GEP process.

- Worked with the new Business Technology Administration (BTA) UPD to explore the next steps. Worked with faculty leaders on BTA mapping, course level learning, and guiding adjuncts.

- Served as assessment faculty for the Post-Masters Certificate in College Teaching and Learning Science (CTLS).

- Designed and delivered a workshop on course-level curriculum mapping to the 10 Global Learning Lab participants in both fall and spring semesters.

- Consulted with Zeev Rosenzweig in August regarding the assessment component of his REU grant. (We could not be further involved because of our staffing limitations.)

- Was interviewed about Curriculum Mapping along with Vickie Williams (Education) for the podcast “Assess Without the Stress: Engagement, Agency, and Inclusion in Higher Ed.” with Caleb Curfman.

- Designed and delivered a curriculum mapping workshop for the MLLI Department.

- Contributed to the Carnegie Community Engagement self-study, presented at meetings, and attended and consulted with subgroups.

- Served as consultant to subgroups of the Middle States Working Group 5.

- Worked with IS leaders to discuss/plan APR and curriculum mapping next steps.

“...Focus group participants expressed respect, deep appreciation, and enthusiasm for the FDC—both for its work and its leaders—in a way that the reviewers, with seven combined decades of experience in educational development, don’t often encounter.”

-Review of the Faculty Development Center (Sorcinelli & Reder, 2025)

4. University Service and Scholarship

Representatives of the FDC met regularly with the following groups:

- Academic Affairs Directors (KK)
- The Collaborative (DOIE) (KK)
- Exempt Staff Senate Mentoring Program (Mentor) (SS)
- Faculty Political Engagement Discussion (CDCL) (KK)
- Instructional Space & Scheduling Improvements Initiative (Classroom Committee) (KK)
- Middle States Self-Study Evidence Inventory Committee (KK)
- Middle States Self-Study Working Group 5 - Educational Effectiveness Assessment (JH, KK)
- Middle States Self-Study Working Group 5 Subcommittees (five total) (JH)
- Steering Committee for the Community Engagement Self-Study (Shriver Center) (JH)
- Syllabus Sprint Team (Academic Affairs) (KK)
- UAA Vice Provost for Student Success and Dean for Undergraduate Academic Affairs Search Committee (KK)
- UMBC AI Discussion Group (KK)
- University Innovation Alliance (UIA) Ambassadors (KK)
- Women's Center Advisory Board - Returning Women Scholars Committee (JH)
- Writing Board (KK)

Members of UMBC groups focused on AI in teaching and learning discuss the role of AI in teaching and learning with keynote speaker Michelle Miller at the Eighth Annual UMBC Provost's Teaching & Learning Symposium on September 27, 2024.

The FDC staff also participated in additional service where they:

- Serve as Interim Director of the Writing Board (KK)
- Conducted workshops on learning assessment for CIRTL undergraduate students and SEA-CIRTL fellows (KK)
- Reviewed proposed new Honors College courses (KK)
- Met with candidates for open faculty positions to share FDC resources and support (KK, JH)
- Served as a guest lecturer/speaker for the Mentor/Mentee responsibilities and relationships class on October 16, 2024, one module of an in-person NIH Responsible Conduct of Research training program for graduate students (JH)
- Facilitated a workshop for physics TAs and GAANN fellows on the student-centered teaching approach, professionalism, and how to deal with difficult/unexpected situations on January 24, 2025. Did classroom observations for and debriefed with the three physics GAANN students (JH)
- Created and delivered two workshops, one on teaching and learning best practices and another on AI literacy and ethics, at the 3rd Annual *Adjunct Faculty Advisory Committee (AFAC) Conference: Recentering the Margins* on Saturday, September 21, 2024 (JH, with SS)
- Shared self-developed P-Card resources, including a reconciliation checklist and a tracking spreadsheet, which were shared with all P-Card users as a resource (SS)

> *"We also highlight FDC as a major selling point in hiring because some candidates are intimidated by the UMBC focus on teaching quality, and we advertise [FDC] content to them as a way to assure them that UMBC will support their development."*
>
> -Self-Study Survey Respondent

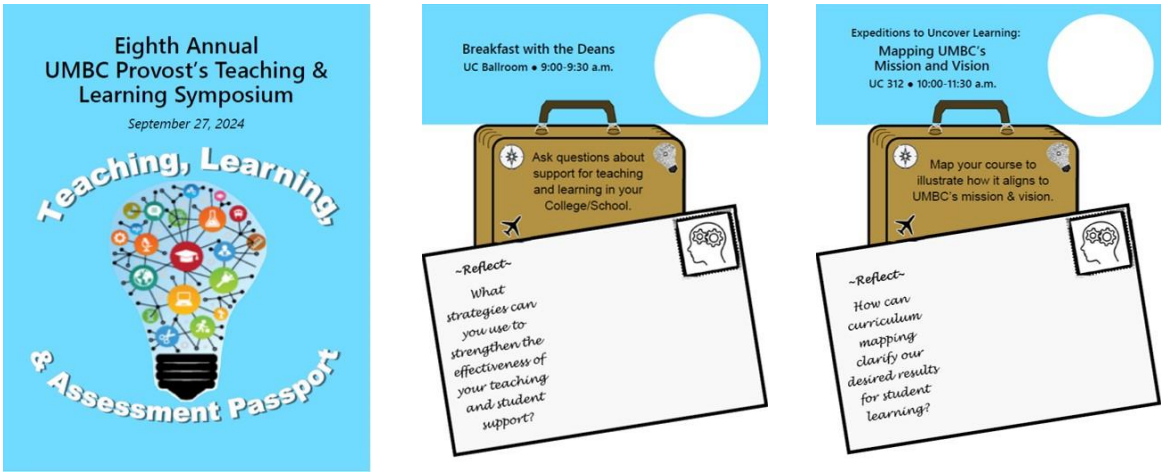
In addition to supporting grants and research, FDC staff participate in various forms of scholarly activity, contributing to the fields of faculty development, student learning outcomes assessment, and effective teaching practices more broadly. As with other areas, these activities have been somewhat curtailed this year due to diminished staff capacity. See Appendix 6 for a complete list of publications, presentations, and grant activity for FDC staff from 2015-June 2025.

> *"Multiple faculty members who had experience with CTLs at other institutions remarked that UMBC's FDC was more accessible, responsive, and supportive than the centers they had encountered elsewhere."*
>
> -Review of the Faculty Development Center (Sorcinelli & Reder, 2025)

The Interim Director and Programming and Operations Administrator met with Dr. Anna Malečková, a Fulbright Scholar visiting UMBC from the Czech Republic from August 2024 - February 2025 to discuss the FDC's work and train her in our CATALyst midterm feedback process and classroom observations. Dr. Malečková also actively participated in our programming and in an FLC. Dr. Malečková gave a presentation to her Czech colleagues on February 18, 2025 about her U.S. experience with faculty development, drawing on her experience with the FDC. The Interim Director met with faculty developers and senior leadership from three universities in the Czech Republic on November 25, 2024 to provide an overview and answer questions about the FDC's programming, services, staffing, reporting structure, and operations. As a result of this work, the Interim Director has accepted an invitation to present a plenary talk and workshop at the 3rd Paedagogium Platform Conference at Charles University, Prague, CR, in December 2025.

Though the FDC staff still actively participate in the wide variety of university service and scholarship listed above, due to staffing shortages, this area of support has had to be somewhat curtailed. The FDC staff declined the following new requests for participation in service and new initiatives in AY 25:

- Academic Calendar Committee for Fall Break Change
- APLU professional development program on Improving Student Access and Success in Introductory Courses
- Culture Builders cohort
- Digital Accessibility Working Group
- UMBC Team attending a conference on ADA and the new requirements
- UMBC UIA group participating in the ASU Work+ Collaborative Institute in Summer 2025 to reimagine the on-campus student employment experience.
- UMBC's team for the Learning and Employment Record (LER) Accelerator Cohort



The "passport," developed by the FDC staff and designed by the Programming and Operations Administrator, that guided attendees through the Eighth Annual UMBC Provost's Teaching & Learning Symposium and provided opportunities for reflection on the day's activities.

5. Goals and Priorities for 2025-26

We will continue our efforts and find new ways to:

1) Engage faculty to adopt evidence-based teaching practices that are inclusive of all students and address a dynamic teaching and learning environment.

2) Support faculty in navigating generative AI integration across all dimensions of teaching and learning—from enhancing their own pedagogical preparation to developing student AI literacies, creating assignments that promote critical thinking and discourage overreliance on AI, and fostering inclusive dialogue about principled AI adoption or resistance.

> *"FDC staff are amazing, and their support for faculty teaching is a jewel in UMBC's crown. They need more support from the university so they can expand on the amazing work they do."*
>
> - Self-Study Survey Respondent

3) Build and strengthen community among faculty around teaching, learning, and assessment across departments and disciplines by developing programs and services to attract and support a wide range of faculty, exploring both virtual and face-to-face opportunities.

4) Partner with faculty to align curriculum with learning outcomes, develop effective assessment strategies, analyze student learning data, and implement targeted improvements based on findings.

5) Scale up support for faculty's publication and dissemination of SoTL and pedagogical research that both improves teaching and learning at UMBC and contributes to the knowledge base beyond UMBC.

6) Strengthen collaborative partnerships with academic departments, Student Affairs, and other campus support units to enhance staff expertise and expand our collective capacity to support faculty and advance student learning and success.

> *"Another long-serving faculty member simply remarked that the FDC 'made me the teacher that I am.'"*
>
> -Review of the Faculty Development Center (Sorcinelli & Reder, 2025)

We will prioritize staffing, as we aim to:

1) Replace staff who retired or left for a new position, including one general faculty developer and one faculty developer with a background in quantitative pedagogical research.

2) Create a new position for a full-time AI Specialist faculty developer to support faculty around AI in teaching and learning.

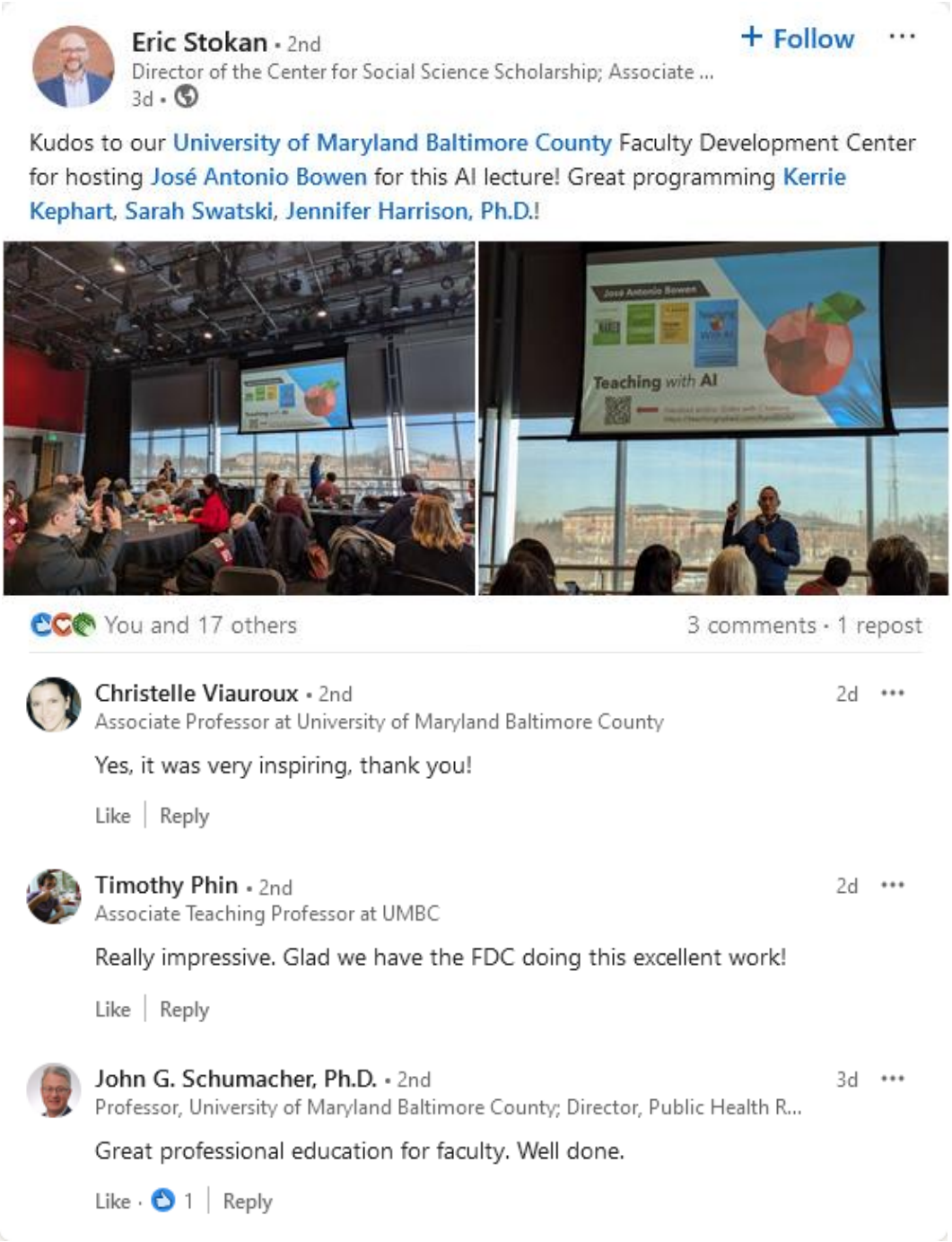
APPENDICES

Appendix 1: FDC Programs – AY 2024-25 (Virtual via WebEx unless noted.)

Summer/Fall 2024 Programs		Attended
Orientation/Welcome Programs		
8/19/2024	New Full-Time Faculty Welcome (In Person)	49
Initiatives		
8/16/2024	FLC Kickoff (HyFlex)	33
9/6/2024	ALIT Certificate Kickoff	22
9/13/2024	INNOVATE Certificate Kickoff	17
11/11/2024	New STEM Faculty ALIT Book Discussion	8
Books & Book Chapter Discussions		
10/2/2024	Teaching with AI Book Discussion: Part 1	52
10/30/2024	Teaching with AI Book Discussion: Part 2	29
11/13/2024	Teaching with AI Book Discussion: Part 3	33
Programs		
7/10/2024	Scholarship of Teaching and Learning Discussion Group: Thinking About SoTL Research Frameworks	15
7/18/2024	Scholarship of Teaching and Learning Workshop: Framing Your Own SoTL Research Project (In Person)	4
8/21/2024	New Adjunct Faculty Welcome: Co-constructing a Learning Community	17
9/4/2024	How Can You Reactivate Prior Knowledge, Resolve Gaps, and Ready Students for Learning?	27
9/12/2014	Navigating Accreditation Standards for Student Learning Assessment: What is Your Role?	26
9/17/2024	Using Course Outcomes to Motivate Students to Integrate Learning	30
9/27/2024	Eighth Annual Provost's Teaching & Learning Symposium: Assessing student learning and teaching in a "wired" world (In Person)	157
10/8/2024	Politics in the Classroom (with the Center for Democracy and Civic Life)	30
10/9/2024	Politics in the Classroom (with the Center for Democracy and Civic Life) (In Person)	10
10/16/2024	Scholarship of Teaching and Learning Discussion Group	11
10/18/2024	Shaping Classroom Culture and Responding to Disruptions (with Student Affairs)	13
10/21/2024	Shaping Classroom Culture and Responding to Disruptions (with Student Affairs) (In Person)	12
10/24/2024	Bring Your Best Idea: (Re-)Engaging Students to Maximize Their Potential for Learning	5
11/19/2024	Institutional Curriculum Mapping: Expeditions to Uncover Hidden Learning (with the Center for Global Engagement) (In Person)	12
	Total Attendance at all 23 Summer/Fall 2024 Programs:	**612**

Winter/Spring 2025 Programs		Attended
Initiatives		
1/24/2025	New STEM Faculty ALIT Book Discussion	6
1/31/2025	FLC Mid-Year Gathering (In Person)	27
3/28/2025	New STEM Faculty ALIT Book Discussion	6
5/2/2025	ALIT Certificate End of Year Celebration	11
5/2/2025	INNOVATE Certificate End of Year Celebration	15
5/9/2025	FLC End of Year Celebration (HyFlex)	36
Programs		
1/22/2025	New Adjunct Faculty Welcome: Co-constructing a Learning Community	24
1/23/2025	AI Literacy & Prompt Engineering Workshop by Dr. José Antonio Bowen (with Instructional Technology & New Media) (In Person)	95
1/23/2025	AI Assignments and Assessments Workshop by Dr. José Antonio Bowen (with Instructional Technology & New Media) (In Person)	103
1/29/2025	Dynamic Discussions: Strategies for Promoting Broader Participation and Deeper Learning	27
2/3/2025	Anti-Racist Teaching Practices Resource Guide Launch (Supported by the Center for Social Science Scholarship) (In Person)	30
2/18/2025	Encouraging Academic Integrity in the Era of AI (with Instructional Technology & New Media)	60
2/19/2025	Learn about our Immigrant Students' Experiences: Playing the Board Game "Emerging" (In Person)	17
2/27/2025	Identifying & Addressing Learning Obstacles with Direct Measures (In Person)	16
3/5/2025	Faculty Fulbright Accelerator (with the Center for Global Engagement)	13
3/11/2025	Can Alternative Grading Approaches Motivate Students and Help them Focus on Learning? Exploring “Ungrading”	26
3/24/2025	When You Are Concerned for a Student's Mental Health (with Student Affairs)	26
3/26/2025	When You Are Concerned for a Student's Mental Health (with Student Affairs) (In Person)	8
4/3/2025	Scholarship of Teaching and Learning Discussion Group: Demystifying the IRB Process for SoTL Projects (with the Institutional Review Board)	12
4/9/2025	Digging into Student Learning Data: Creating Measured Curricular Change	21
4/14/2025	Bring Your Best Idea: Integrating Generative AI to Support Student Learning at UMBC	20
4/23/2025	Enhancing Critical Thinking with GenAI: Featuring Dr. Eugenia Novokshanova & Dr. Michelle Kassorla (with the College Teaching and Learning Science Program) *Includes UMBC attendees only	37*
5/14/2025	Writing and/or Talking About Your Teaching	32
	Total Attendance at all 24 Winter/Spring 2025 Programs:	**668**
	Total Attendance at all 44 AY 2024-25 Programs (Excluding Welcome/Orientation):	**1231**

Co-Sponsored Programs (Coordinated/led by other units, with FDC advertisement)		
1/16/2025	Iron Chef Grading: Human vs. AI (with Instructional Technology & New Media)	
5/14/2025	Exploring the Use of GenAI in Formative Assessment of Student Learning (with Instructional Technology & New Media) (HyFlex)	
6/4/2025	AI Literacy for Faculty: Mastering Core Skills for Teaching Workshop by Mike Kentz (with Sociology, Anthropology, and Public Health) (HyFlex)	



Screenshot of a LinkedIn post about the two AI Workshops by Dr. José Antonio Bowen at UMBC on January 23, 2025.

Appendix 2: FDC Efforts to Support Faculty around Teaching and Learning in the Era of Generative AI

Faculty Development Center GenAI-Related Programming (2024-2025)

1. Innovation for Teaching Effectiveness (INNOVATE) Certificate Fall Kickoff - September 13, 2024
2. Eighth Annual Provost's Teaching & Learning Symposium [Posters, Keynote, & Conversation with Michelle Miller] - Friday, September 27, 2024
3. Teaching with AI Book Discussion: Part 1 - October 2, 2024
4. Teaching with AI Book Discussion: Part 2 - October 30, 2024
5. Teaching with AI Book Discussion: Part 3 - November 13, 2024
6. Iron Chef Grading: Human vs. AI (Cosponsored with DoIT ITNM) - January 16, 2025
7. AI Literacy & Prompt Engineering Workshop by Dr. José Antonio Bowen (Cosponsored with DoIT ITNM) - January 23, 2025
8. AI Assignments and Assessments Workshop by Dr. José Antonio Bowen (Cosponsored with DoIT ITNM) - January 23, 2025
9. Encouraging Academic Integrity in the Era of AI - February 18, 2025
10. Bring Your Best Idea: Integrating Generative AI to Support Student Learning at UMBC - April 14, 2025
11. Enhancing Critical Thinking with GenAI Featuring Dr. Eugenia Novokshanova & Dr. Michelle Kassorla (Cosponsored with CTLS) - April 23, 2025
12. Faculty Learning Communities End of Year Celebration - May 9, 2025
13. Exploring the Use of GenAI in Formative Assessment of Student Learning (Cosponsored with DoIT ITNM) - May 14, 2025
14. AI Literacy for Faculty: Mastering Core Skills for Teaching Workshop by Mike Kentz (Co-sponsored with Sociology, Anthropology, and Public Health) - June 4, 2025

Faculty Development Center GenAI-Related Programming (2023-2024)

1. Assignment Design in the Age of AI: Strategies to Promote Critical Thinking and Deep Learning - September 6 & September 12, 2023
2. Active Learning Inquiry Teaching (ALIT) Certificate Fall Kickoff - September 8, 2023
3. Ungrading and AI: Congruence or Dissonance? - September 28, 2023
4. Bring Your Best Idea: Best Uses/Positive Ways to Use AI - October 18, 2023
5. Encouraging Academic Integrity in the Era of AI - February 14, 2024
6. Using the Science of Memory to Support Learning Presentation by Dr. Michelle Miller (Cosponsored with CTLS) - April 10, 2024
7. Active Learning Inquiry Teaching (ALIT) Certificate End of Year Celebration - May 2, 2024
8. Faculty Learning Communities End of Year Celebration - May 10, 2024

Faculty Development Center GenAI-Related Programming (Spring 2023)

1. AI Generative Tools: Implications for Teaching - February 7, 2023
2. Bring Your Best Idea: AI Generative Tools - April 12, 2023

Faculty Learning Communities around AI

1. Developing Students' AI Literacy Within and Across Disciplines (2024-25)

2. Using AI to Enhance and Expedite Teaching (2024-25)
3. Teaching in the Era of AI: A Multidisciplinary Conversation (2 groups; 2023-24)

Resources Shared with the FDC Email List

1. USM Town Hall on Teaching in the Age of Artificial Intelligence: Challenges and Opportunities (Spring 2023)
2. ITNM living document of AI resources (Fall 2023)
3. USM free, synchronous, virtual short-course on AI for Educators (Fall 2023)
4. USM Showcase on Incorporating Generative AI into Learning Experiences featuring James Lang (Spring 2024)
5. AOK Library & Gallery AI, Privacy, and Ethics Symposium (Spring 2024)
6. Recording of Dr. Michelle Miller's PT&LS Presentation (Fall 2024)
7. DoIT ITNM Sessions on Enhancing Student Engagement with AI Conversations and Leveraging AI for Enhanced Visual Content to Support Accessibility (Fall 2024)
8. Virtual demo of NotebookLM by the Applied AI Group at UMBC Training Centers. (Fall 2024)
9. Faculty Senate AdHoc AI Integration in the Classroom Committee Survey (Fall 2024)
10. Recordings of José Antonio Bowen's workshops on January 23, 2025
11. Encouraging Academic Integrity in the Era of GenAI Tipsheet (Created by the FDC based on the February 18, 2025 program)
12. DoIT's expansion of access to AI tools and support for the UMBC community to enhance teaching, learning, and productivity, including Gemini, Copilot, & Amplify. (Spring 2025)
13. AAC&U's AI Week is a series of webinars that explore AI's impact on higher education, including one discussing the challenges of Writing and Writing Instruction in the Era of AI. (Spring 2025)
14. Recording of April 23, 2025 speakers
15. Opportunity for free, virtual, basic training in Generative AI from Google Career Certificates (Summer 2025)

Hrabowski Innovation Fund Grants around AI

1. Developing Ethical Inquiry: A Participatory and Exploratory Lab Model for AI/ML Ethics Education (Implementation and Research Grant July 2025-2027) – Rebecca Williams (CSEE)
2. Centering Student Perspectives on Generative AI Integration in a Design Classroom (Seed Grant January 2025-27) – Yasmine Kotturi (IS)
3. Balancing Innovation and Ethics: Incorporating LLMs into First-Year Writing Instruction (Implementation and Research Grant July 2024-26) – Led by Tanya Olson (ENGL)
4. Ethical Applications of Generative AI to Teaching and Assessment in Science and Humanities Coursework; A Guide for Educators (Seed Grant January 2024-26) – Led by Muhammad Ali Yousuf (CSEE)

Other Ways the FDC Supported Faculty with GenAI

1. Consultations
2. Books in our lending library
3. AI Literacy and Ethics: Teaching Students to Use AI Responsibly presentation at the 3rd Annual AFAC Conference: Recentering the Margins (Fall 2024)

Appendix 3: FLC Participants – AY 2024-25

Developing Students' AI Literacy Within and Across Disciplines

1. Nicki Belfiore, SOWK
2. **Mariajosé Castellanos, CBEE, Facilitator**
3. Matthias Gobbert, MATH
4. Margaret Kaii-Ziegler, PUBL
5. Charles Kaylor, GES
6. **Bill Ryan, IS, Facilitator**
7. Muhammad Ali Yousuf, CSEE

Using AI to Enhance and Expedite Teaching

1. **Diane Alonso, PSYC, Facilitator**
2. Nandita Dasgupta, ECON
3. Lisa Dickson, ECON
4. Abhijit Dutt, CSEE
5. Carolyn Forestiere, POLI
6. Tomoko Hoogenboom, MLLI
7. Keyimu Kalibinuer, ECON
8. **Neha Raikar, CBEE, Facilitator**
9. Mohan Sundaram, IS

Who Are Our Students? Exploring Student Identities and Why They Matter

1. Ömer Özgür Çapraz, CBEE
2. Jon Pierre Fortney, MATH
3. Milvia Hernández, MLLI
4. **Angela Katenkamp Shiplet, PSYC, Facilitator**
5. **Lauren Price, ESAS, Facilitator**
6. Ashley Prowell, SOWK
7. Jinghong Zhang, HIST

Serious Fun: Exploring the Role of Play and Humor in the Classroom (Group A)

1. Anna Berry Royack, IS
2. Kathy Glyshaw, PSYC
3. Tejas Gokhale, CSEE
4. Janet Gross, ENGL
5. **Sarah Leupen, BIOL, Facilitator**
6. **Dann Malihom, SAPH, Facilitator**
7. Donald Snyder, MCS

Serious Fun: Exploring the Role of Play and Humor in the Classroom (Group B)

1. **Karen Chen, IS, Facilitator**
2. Kerri Evans, SOWK
3. Maya Larson, CSEE
4. Suzann Medicus, ECON
5. Zhifeng Yang, CSEE

Appendix 4: Active Learning, Inquiry Teaching (ALIT) Certificate for STEM Faculty

The Active Learning, Inquiry Teaching (ALIT) Certificate program is designed to support faculty in adopting teaching approaches that foster the retention of students in STEM majors and support the development of their students as STEM professionals. These approaches, informed by the extensive body of research on learning, help faculty provide all students with deliberate practice in the skills and habits of mind necessary for learning, inquiry, and research. This program is open to all instructional faculty–tenured/tenure-track, teaching-track, and adjuncts–who teach courses in the College of Natural and Mathematical Sciences or the College of Engineering and Information Technology and is funded by the Colleges, the FDC, and the NIH-funded STEM BUILD at UMBC initiative.

The requirements for the two-year certificate program consist of:

- Attendance at a minimum of 12 programs, including a kickoff mini-retreat. Programs may be chosen from designated FDC sessions, and/or sessions at the Provost's Teaching and Learning Symposium, the Biology teaching circle, the Mathematics and Statistics teaching circle, or other campus pedagogy discussion events (with approval). *No more than 4 such programs outside of those offered through the FDC (e.g., teaching circles; other pedagogy discussions) may count for the certificate.*
- Participation in the FDC's CATALyst program to gather midterm feedback.
- Participation in a class observation cycle with the FDC.
- Completion of a survey provided by the FDC at the beginning and end of the program that fosters participants' reflection on the effect of the program on their teaching choices.

Faculty who complete the ALIT Certificate program will receive a letter copied to the department chair and Dean documenting their accomplishment for purposes of promotion or tenure along with a $500 professional development award.

Faculty attend the ALIT Certificate End of Year Celebration on Friday, April 27, 2018.

Appendix 5: Innovation for Teaching Effectiveness (INNOVATE) Certificate for CAHSS and SOWK Faculty

The Innovation for Teaching Effectiveness (INNOVATE) Certificate supports faculty in the Arts, Humanities, and Social Sciences (CAHSS) and Social Work disciplines as they adopt and refine evidence-based teaching approaches that challenge students, foster their persistence, and cultivate their development as 21st century professionals and engaged citizens. These approaches, informed by the extensive body of research on learning, help faculty provide *all* students with deliberate practice in the skills and habits of mind necessary for learning, inquiry, creativity, and research. This program is open to all instructional faculty—tenured/tenure-track, teaching-track, and adjuncts—who teach courses in the College of Arts, Humanities, and Social Sciences or the School of Social Work and is funded by the College, School, and the FDC.

The requirements for the two-year certificate program consist of:

- Attendance at a minimum of 12 programs, including a kickoff mini-retreat. Programs may be chosen from designated FDC sessions, and/or sessions at the Provost's Teaching and Learning Symposium, the MLLI teaching circle, or other campus pedagogy discussion events (with approval). *No more than 4 such programs outside of those offered through the FDC (e.g., teaching circles; other pedagogy discussions) may count for the certificate.*
- Participation in the FDC's CATALyst program to gather midterm feedback.
- Participation in a class observation cycle with the FDC.
- Completion of a survey provided by the FDC at the beginning and end of the program that fosters participants' reflection on the effect of the program on their teaching choices.
- Completion of a non-evaluative peer observation.
- Completion of a teaching improvement project developed throughout the program. Such a project could be a course redesign, integration of active learning approaches to existing courses, introduction of project-based learning to courses, development of sample modules for other faculty on effective use of technology in the classroom, etc.

Faculty who complete the INNOVATE Certificate program will receive a letter copied to the department chair and Dean documenting their accomplishment for purposes of promotion or tenure along with a $500 professional development award.

Appendix 6: FDC Publications/Presentations and Participation in Funded Research – AY 2015 – 2025

Part I: Publications/presentations

Multiple Center Staff

Hoffman, K., Williams, T.H., Webster, J.T., Harrison, J. M., & Nanes, K.M. (2025). Assessing the impacts of an interventional proof-writing course. *International Journal of Mathematical Education in Science and Technology*, 1-25. https://doi.org/10.1080/0020739X.2025.2454604

Hoffman, K., Williams, T. H., & Kephart, K. (2024). The use of guided reflections in learning proof writing. *Education Sciences*, 14(10):1084. https://doi.org/10.3390/educsci14101084

Leupen, S., Williams, T.H., Hodges, L.C., Ott, L.E., Anderson, E.C., Cui, L., Nanes, K.M., Perks, H.M., & Wagner, C. (2024). Disciplinary Differences in STEM Faculty and Student Use of Learning Objectives: Implications for Teaching and Learning. *Journal of College Science Teaching*, 53(5), 462–471.

Hodges, L.C., Swatski, S., & Kephart, K.L. (2024). Collegiality and community in FLCs as catalysts for pedagogical change. In K. Rainville, D. Title, & C.G. Desrochers (Eds.), *Expanding the Vision of Faculty Learning Communities in Higher Education: Emerging Opportunities for Faculty to Engage Each Other in Learning, Teaching and Support* (pp. 139-162). Information Age Publisher.

Hoffman, K., Williams, T., Webster, J., Harrison, J. M., Kephart, K., & Nanes, K. (2023, April). *Impact of an interventional proof-writing course*. Poster Presented at the Seventh Annual UMBC Provost's Teaching & Learning Symposium.

Leupen, S., Williams, T., Hodges, L., Ott, L., Anderson, E., Cui, L., Nanes, K., Perks, M. & Wagner, C. (2023, April). *Disciplinary Differences in STEM Faculty and Student Use of Learning Objectives: Implications for Teaching and Learning*, Poster Presented at the Seventh Annual UMBC Provost's Teaching & Learning Symposium.

Hodges, L. C., Harrison, J. M., Kephart, K., Swatski, S. & Williams, T. H. (2020). Supporting academic continuity by building community: The work of a faculty development center during COVID-19. *Journal on Centers for Teaching and Learning*, 12, 26-45.

Williams, T. H., & Hodges, L. C. (2020, November). *Effects of a certificate program on teaching perspectives of STEM faculty*. Poster presented at the AAC&U PKAL Virtual Conference on Transforming STEM Higher Education.

Leupen, S., Kephart, K., & Hodges, L.C. (2020). Factors influencing quality of team discussion: Discourse analysis in an undergraduate team-based learning biology course. *CBE-Life Sciences Education*, 19(1), ar7.

Hodges, L.C., Kephart, K., & Swatski, S. (2019, October). *Effects of a Certificate Program on Teaching Perspectives of University STEM Faculty*. Poster presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) Annual Meeting, Atlanta, GA.

Kephart, K. & Hodges, L. (2017, November). *Fostering effective pedagogical change: Findings from a certificate program for STEM faculty*. Poster presented at Transforming

STEM Higher Education: Discovery, Innovation, and the Value of Evidence conference, San Francisco, CA.

By Kerrie Kephart:

Kephart, K. (2022, November). Non-evaluative Peer Observations of Teaching: Reflections toward Change. Poster presentation at the Professional and Organizational Development (POD) Network annual meeting. Seattle, WA.

McDonald, N., Akinsiku, A., Hunter-Cevera, J., Sanchez, M., Kephart, K., Berczynski, M., & Mentis, H. M. (2022). Responsible Computing: A Longitudinal Study of A Peer-led Ethics Learning Framework. ACM Transactions on Computing Education (TOCE).

Kephart, K. (2021, May). Communicating quantitative information: The quantitative comparison statement. An asynchronous presentation by video for faculty at Kazakhstan State University under the auspices of the University of Nebraska-Omaha Office of International Programs through a contract with the Central Asia University Partnerships Program (UniCEN) and American Councils for International Education.

Sanchez, M., Kephart, K., Jones, K., & desJardins, M. A. (2020, October). A methodology to analyze self-reflection in e-portfolios. *IEEE's Frontiers in Education conference proceedings*.

Kephart, K., Kaufman, B., Castellanos, M., & Trueba, L. (2018, June). Toward a taxonomy of reflective moves in learning journals. Paper presented at the International Writing Across the Curriculum conference, Auburn, AL.

Ott, L., Kephart, K., Stolle-McAllister, K., & LaCourse, W. (2018). Students' understanding and perceptions of assigned team roles in a classroom laboratory environment. *Journal of College Science Teaching*, *47*(4), 83-91.

Kephart, K. (2017, October). *Kick-starting faculty learning communities: Guided collaborative brainstorming to generate topics*. Poster presented at the Professional and Organizational Development (POD) Conference, Montreal, CA.

Kephart, K. (2017, May). *Scaffolding reflection: Analyzing learning journals in materials engineering*. Poster presented at the Literacies in Engineering for Access and Participation (LEAP) Conference, San Antonio, TX.

Hoffman, K., Leupen, S., Dowell, K., Kephart, K., & Leips, J. (2016). Development and assessment of modules to integrate quantitative skills in introductory biology courses. *CBE—Life Sciences Education, 15*, 1-12. DOI:10.1187/cbe.15-09-0186.

Ott, L., & Kephart, K. (2016, October). *Perceptions of assigned roles in a team laboratory learning environment*. Presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, San Francisco, CA.

Kephart, K. (2016, October). *The FDC at UMBC*. Presentation to the Towson University Faculty Development Center Task Force.

By Jennifer M. Harrison:

Curfman, C. (2024, September 24). Curriculum Mapping with Jennifer M. Harrison and Vickie Rey Williams. Assess Without the Stress: Engagement, Agency, and Inclusion in Higher Ed.

https://open.spotify.com/episode/0vzmDPLfMGa1LvuJ8ki01Q?si=4-mn3BRHQgGcV_KOpAezZg

Bruff, D. (2024, May 21). Curriculum Mapping with Jennifer M. Harrison and Vickie Rey Williams. Intentional Teaching Podcast Episode 39. https://intentionalteaching.buzzsprout.com/2069949/15102893-curriculum-mapping-with-jennifer-m-harrison-and-vickie-rey-williams

Harrison, J. M., & Williams, V. (2024). A guide to curriculum mapping: Creating a collaborative, transformative, and learner-centered curriculum. Routledge.

Harrison, J. M., & Williams, V. (2020, October). *Virtual Curriculum Mapping: Collaborating to scaffold & integrate student learning outcomes.* An Online Pre-Conference workshop presented at the Assessment Institute, Indianapolis, IN.

Harrison, J. M., & Braxton, S.N. (2020, April). *Synthesizing outcomes at scale: Connecting the dots to inform institution-wide decision making.* Association for the Assessment of Learning in Higher Education webinar series. https://www.youtube.com/watch?v=9-_yMf0-fyI&feature=youtu.be

Harrison, J. M., & Williams, V. (2019, October). *Embodied curriculum mapping: Activating faculty collaboration for student success.* A Pre-Conference workshop presented at the Assessment Institute, Indianapolis, IN.

Harrison, J. M., & Braxton, S. N. (2019, September). *Making your data count: A taxonomy, process, and rubric to achieve broader institutional impact.* Presented at the Drexel Conference for Teaching and Learning Assessment, Philadelphia, PA.

Harrison, J. M., & Braxton, S. N. (2019, September). *Making your data count: A taxonomy, process, and rubric to achieve broader institutional impact.* Presented at the Maryland Association for Institutional Research, Largo, Maryland.

Harrison, J. M., & Williams, V. (2019, June 10). *Embodied curriculum mapping: Overcoming curricular fragmentation.* A Pre-Conference workshop presented at the Association for the Assessment of Learning in Higher Education 2019 Conference, St. Paul, MN.

Braxton, S. N., & Harrison, J. M. *Got data—now what?: Synthesizing outcomes, measures, and success to inform institution-wide decision making.* (2018, November 14). Presented at the 2018 OLC Accelerate Conference, Orlando, FL.

Harrison, J. M., & Braxton, S. N. (2018, November 2). Defining and dashboarding student success: Jumpstarting data-driven decision making. Presented at the 2018 EDUCAUSE Annual Conference, Denver, CO. https://events.educause.edu/annual-conference/2018/agenda/defining-and-dashboarding-student-success-jumpstarting-datadriven-decision-making

Harrison, J. M., Braxton, S. N., & Williams, V. (2018, October 23). *Connecting the dots: Synthesizing outcomes, measures, and success to inform institution-wide decision making.* Presented at the 2018 Assessment Institute, Indianapolis, IN.

Harrison, J. M., & Williams, V. (2018, October 23). *Mapping student success: Activating faculty imagination in collaborative curriculum mapping.* Presented at The Assessment Institute, Indianapolis, IN.

Harrison, J. M., & Braxton, S. N. (2018, September 21 and 28). *Selecting effective assessment technologies webinar series.* University System of Maryland. https://www.usmd.edu/cai/selecting-effective-assessment-technologies-webinar-series-part-i and https://www.usmd.edu/cai/selecting-effective-assessment-technologies-webinar-series-part-ii

Harrison, J. M., & Braxton, S. N. (2018, September 13). *Making your data count: A taxonomy, process, and rubric to achieve broader institutional impact.* Presented at the Drexel Conference for Teaching and Learning Assessment, Philadelphia, PA. https://drexel.edu/aconf/about/past-conferences/2018-leading-a-collaborative-revolution-for-change/schedule/

Harrison, J. M., & Williams, V. (2018, September 12). *Overcoming Curricular Fragmentation: An Experiential Learning Approach to Curriculum Mapping.* A Pre-conference Workshop presented at the Drexel Conference for Teaching and Learning Assessment, Philadelphia, PA. https://drexel.edu/aconf/about/past-conferences/2018-leading-a-collaborative-revolution-for-change/pre-conference-workshops/pre-conference_harrison/

Harrison, J. M., & Braxton, S. N. (2018, September). *Technology solutions to support assessment.* (Occasional Paper No. 35). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA. https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper35.pdf

Harrison, J. M., & Braxton, S. N. (2018, June 6). *Taking outcomes to scale: Tools to align, systematize, and use assessment data.* Presented at the Association for the Assessment of Learning in Higher Education 2018 Conference, Salt Lake City, UT.

Harrison, J. M. (2018, March 29). *Integrating student learning results: EAC visual data & blackboard.* Presented at TechFest, UMBC Instructional Technology. https://my.umbc.edu/groups/doit/events/58269

Harrison, J. M., & Braxton, S. N. (2018, January 29). *Identifying effective assessment technologies.* Poster presented at the EDUCAUSE Learning Initiative (ELI) Annual Meeting, Achieving Student Success through New Models of Learning https://events.educause.edu/eli/annual-meeting/2018/agenda/identifying-effective-assessment-technologies.

Harrison, J. M., & Williams, V. (2017, October 24). *Crafting authentic measures to promote double loop improvements in graduate programs.* Presented at The 2017 Assessment Institute in Indianapolis, IN. http://assessmentinstitute.iupui.edu/

Harrison, J. M., & Williams, V. (2017, Summer). *Mapping the curriculum: A low-tech model for synthesizing assessments and improving learning at multiple levels.* AAHLE Intersection. 40-46.

Bishop, M. J., Braxton-Lieber, S., & Harrison, J. M. (2017, Apr 19). *Exploring assessment technologies*. Presented at Taking Student Learning Outcomes to the Next Level. University System of Maryland Symposium. Bowie, MD. (*As a result of this presentation, Jennifer and Sherri were invited to submit a NILOA Occasional Paper, submitted in November 2017.*)

Harrison, J. M., & Williams, V. (2016, December). *Embedding assessment in everyday practices*. Presented at the Middle States Commission on Higher Education Annual Conference 2016, Philadelphia, PA.

Harrison, J. M., & Williams, V. (2016, October). *Mapping common ground: Connecting curricular and co-curricular learning*. Presented at the 2016 Assessment Institute in Indianapolis, IN.

Harrison, J. M., & Williams, V. (2016, June). *Creating direct measures for a diverse division.* Presented at Lilly International 2016, Bethesda, MD. (Features UAA assessment work.)

Harrison, J. M., & Williams, V. (2016, June). *Mapping direct measures across a diverse division: An interactive session.* Presented at the Association for the Assessment of Learning in Higher Education 2016 Conference, Milwaukee, WI. (Features UAA assessment work.)

Harrison, J. M., & Glade, F. (2016, February). *Engaging faculty in assessing general education courses and programs*. Presented at the University System of Maryland (USM) General Education Symposium, Towson, MD.

Snyder, D., & Harrison, J. M. (2016, February). *Using rubrics to measure learning at multiple levels: Social media reading reflections: Utilizing Facebook in the classroom.* Presented at the Conference on Higher Education Pedagogy, Center for Instructional Development and Education Research, Blacksburg, VA. (Featuring MCS assessment work.)

By Sarah Swatski

Swatski, S. (2022, April 28). *Imparting Your Value through Sharing Your Story* [Conference Presentation]. University System of Maryland (USM) Administrative Professionals Conference (APC) - Reclaim - Rediscover - Renew in '22, Virtual.

By Linda Hodges:

Carpenter, T.S., & Hodges, L.C. (2024). Student responses to spaced practice in two large gateway chemistry courses. *Journal of Chemical Education*, *101*(2), 429-437.

Goolsby-Cole, C., Bass, S.M., Stanwyck, L., Leupen, S., Carpenter, T.S., & Hodges, L.C. (2023). Issues with question equivalence in online exam pools. *Journal of College Science Teaching, 52*(4)*,* 24-30.

Hodges, L.C., & McDermott, P. (2022). Building community from faculty development to pedagogical innovation and beyond. In O.J. Neisler (Ed.), *Palgrave handbook of academic development centers* (pp. 393-403). Palgrave MacMillan UK.

Hodges, L.C. (2022). Community building as pedagogical imperative in STEM: The role of faculty development post COVID-19. In M. Strawser (Ed.), *The COVID-19 impact on higher education stakeholders and institutional services* (pp. 53-68). Lexington Books.

Sun, S., Else-Quest, N.M., Hodges, L.C., French, A.M., & Dowling, R. (2021). The effects of ALEKS on mathematics learning in K-12 and higher education: A meta-analysis. *Investigations in Mathematics Learning*. https://doi.org/10.1080/19477503.2021.1926194

Carpenter, T.S., Beall, L.C., & Hodges, L.C. (2020). Using the LMS for exam wrapper feedback to prompt metacognitive awareness in large courses. *Journal of Teaching and Learning with Technology 9*, 79-91.

Hodges, L.C., Beall, L.C., Anderson, E.C., Carpenter, T.S., Cui, L., Feeser, E.A., Gierasch, T.M., Nanes, K.M., Perks, H. M., & Wagner, C.R. (2020). Effect of exam wrappers on student

achievement in multiple large STEM courses. *Journal of College Science Teaching*, *49*(6), 76-86.

Ott, L.E., Hodges, L.C., & Lacourse, W.R. (2020). Supporting deaf students in undergraduate research experiences: Perspectives of American Sign Language interpreters. *Journal of Microbiology and Biology Education*, *21*(1), 1-5.

Hodges, L.C. (2020, July 23). The challenge of choices when teaching during COVID-19. *The Scholarly Teacher*. https://www.scholarlyteacher.com

Hodges, L. C. (2020). Student engagement in active learning classes. In J. J. Mintzes & E. M. Walter (Eds.), *Active learning in college science: The case for evidence-based practice* (pp. 27-41). Springer Nature.

Carpenter, T.S., Bass, S., & Hodges, L.C. (2019). A personalized automated email tool to connect faculty with students in large STEM courses. *The Chemical Educator*, *24*, 183-188.

Hodges, L.C. (2019). Becoming the distraction in the classroom. *National Teaching and Learning Forum*, *28*(5), 1-4.

Hodges, L.C. (2019). Sit a spell: Embracing the liminality of pedagogical change through the scholarship of teaching and learning. In S. Mader & C. Gibson (Eds.), *Building teaching and learning communities: Creating shared meaning and purpose*. Chicago: Association of College and Research Libraries.

Hodges, L.C. (2019). Active learning for inclusive teaching: The what, why, and how. Syracuse University.

Hodges, L.C. (2019). Transforming students into learners: Helping students learn on their own. Emory Oxford College, Oxford, Georgia.

Sun, S., Dowling, R., French, A., Else-Quest, N. & Hodges, L. (2019, April). *The effects of ALEKS on mathematics learning from K-12 to higher education: A meta-analysis*. Presentation at the 2019 annual meeting of the American Educational Research Association, Toronto, Canada.

Hodges, L.C. (2018). Designing the denouement in active and flipped classes. *National Teaching and Learning Forum*, *28*(1), 1-4.

Hodges, L.C. (2018). Contemporary issues in group learning in undergraduate science classrooms: A perspective from student engagement. *CBE-Life Sciences Education*, *17*(2), es3.

Hodges, L.C. (2017). A mantra for teaching: Three M's of learning. *National Teaching and Learning Forum*, *27*(1), 6-8.

Hodges, L.C., Anderson, E.C., Carpenter, T.S., Cui, L., Feeser, E.A., & Gierasch, T.M. (2017). Using clickers for deliberate practice in five large science courses. *Journal of College Science Teaching*, *47*(2), 22-28.

Hodges, L.C. (2017). *Ten Research-Based Steps to Effective Group Work* (IDEA Paper #65). Retrieved from The IDEA Center website: https://ideacontent.blob.core.windows.net/content/sites/2/2020/01/PaperIDEA_65.pdf

Hodges, L.C. (2017, November). *Transforming students into learners: Helping students learn on their own*. Presented at University of Texas Dallas and at the Dallas County Community College District.

Hodges, L.C. (2017, June). *From Millennials to Generation Z: How to get your students to do what you want*. Presented at University of Maryland Baltimore, School of Social Work, Baltimore, MD.

Hodges, L.C. (2016). Three common demands from students in large courses and what to do about them. *National Teaching and Learning Forum*, *25*(5), 1-4.

Hodges, L.C. (2016, February). *Overcoming obstacles to student learning in STEM education*. Presented at Trinity Washington University, Washington, DC.

Hodges, L.C. (2016, February). *Active learning: What's the big deal?* Presented at Georgetown University, Washington, DC.

Hodges, L.C., Anderson, E.C., Carpenter, T.S., Cui, L., Gierasch, T.M., Leupen, S., Nanes, K.M., & Wagner, C.R. (2015). Using reading quizzes in STEM classes—the what, why, and how. *Journal of College Science Teaching, 45*(1), 49-55.

Hodges, L.C. (2015). Making our teaching efficient: Flipping the classroom. *National Teaching and Learning Forum*, *24*(5), 1-4.

Hodges, L. C. (2015) *Teaching undergraduate science: A guide to overcoming obstacles to student learning*. Stylus.

By Tory Williams

Kastanos, E., Takacs, J., Williams, T. H., Thomas, R. (2023, November). "Learning Cellular Respiration, pH, and Quantitative Skills Together: Curriculum from a Two-Year / Four-Year Faculty Collaboration," 2023 National Association of Biology Teachers Professional Development Conference.

Hoffman, K., Williams, T. H., (2023, July). "Integrating Quantitative Skills into Biology Courses," Society for Mathematical Biology.

Williams, T. H. (2023, May). *Effects of a Certificate Program on Teaching Perspectives of STEM Faculty*, 2023 Annual Meeting of the American Educational Research Association, Virtual/Remote.

Snyder, D., Loviglio, J., Anchor, K. & Williams T. (2023, April). *Metacognition Modules: Teaching Self-Regulation in MCS 101*, Seventh Annual UMBC Provost's Teaching & Learning Symposium Program.

Kastanos, E., Takacs, J. & Williams, T. (2022, November). *Development, Implementation, and Analysis of a Module on Osmosis which Incorporates Math Core Competencies in Introductory, College-level Biology Courses, Across Multiple Institutions*, National Association of Biology Teachers.

Leupen, S., Hoffman, K., Williams, T., Pie, H., Turner, P., Starz-Gaiano, M. (2022, July). *The IUSE Project: Implementing Quantitative Biology Modules Across Institutions*, Society for Industrial and Applied Mathematics, Pittsburgh, PA.

Lauman, B., Williams, T. H., & Chase Martin, A. (2022, March). *Designing Assessments of Quantitative Reasoning in Biology: An Inter-Institutional Collaboration*, Innovations Virtual Conference.

Lauman, B., Chase Martin, A., Wesley, G., & Williams, T. H. (2022, January). *Designing Assessments of Quantitative Competencies in Biology Curriculum*, AAC&U's Annual Meeting – "Educating for Democracy."

Heimann, J. E., Williams, T. H., Bennett, J. W., & Rosenzweig, Z. (2021). Baltimore SCIART: A Fully Virtual Undergraduate Research Experience at the Interface of Computational Chemistry and Art. *Journal of Chemical Education*, *98*(10), 3172-3179.

Williams, T. H., & Hodges, L. C., (2020, November). *Effects of a certificate program on teaching perspectives of STEM faculty.* Poster presented at the AAC&U PKAL Virtual Conference on Transforming STEM Higher Education.

Zempo, B., Yamamoto, Y., Williams, T., & Ono, F. (2020). Synaptic silencing of fast muscle is compensated by rewired innervation of slow muscle. *Science Advances*, *6*(15), eaax8382.

Williams, T., Krikorian, J., Singer, J., Rakes, C., & Ross, J. (2019). A High Quality Educative Curriculum in Engineering Fosters Pedagogical Growth. *International Journal of Research in Education and Science*, *5*(2), 657-680.

Williams, T., Singer, J., Krikorian, J., Rakes, C., & Ross, J. (2019). Measuring pedagogy and the integration of engineering design in STEM classrooms. *Journal of Science Education and Technology*, 1-16.

Part II: Active Grant Submissions/Participation

1) Project title: IGE: Track 1: Caselet: Deliberate Practice with Scalable Case-based Learning to Enhance Data Science Problem Solving Competency
PI: Lujie (Karen) Chen
Advisory Board Member: ***Kerrie Kephart***
Source of support: NSF
Total award amount: $365,905
Award period covered: 10/1/2024-9/30/2027

2) Project title: Collaborative Research: RETTL: Story Studio: Coaching Data Storytelling at Scale
PI: Lujie (Karen) Chen
Paid support personnel: ***Kerrie Kephart***
Sources of support: NSF
Total award amount: $369,610
Award period covered: 8/1/2023-7/31/2026 (estimated)

3) Project title: BPC-DP: PeerSIST - Peer Support for IS Transfers
PI: Carolyn Seaman
Paid support personnel: ***Kerrie Kephart***
Sources of support: NSF
Total award amount: $294,726
Award period covered: 10/1/2022-6/30/2025

Faculty Development Center

1000 Hilltop Circle, Engineering 101

Baltimore, MD 21250

(410) 455-3916

fdc@umbc.edu

https://calt.umbc.edu