
Faculty Development Center 2019 - 2020 Programs

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

SUMMER

Scholarship of Teaching and Learning Discussion Group √ § Wednesday, July 10, 2019 • 12:00 to 1:30 pm • Engineering 023

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments looking for clues? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and publishing a scholarship of teaching and learning project. Lunch is provided.

FALL

Scholarship of Teaching and Learning Discussion Group √ § Thursday, August 29, 2019; Wednesday, September 25, 2019; Monday, October 21, 2019; AND Tuesday, November 19, 2019 • 12:00 to 1:30 pm • Engineering 102

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments looking for clues? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and publishing a scholarship of teaching and learning project. Lunch is provided.

Active Learning Inquiry Teaching (ALIT) Certificate for STEM Faculty Fall Kickoff √

Friday, August 30, 2019 • 12:00 to 1:30 pm • Engineering 102

In this kick-off event for the fifth year of the certificate program in Active Learning, Inquiry Teaching (ALIT), we'll discuss strategies to help ALL students become more expert-like in their thinking and learning. Reaching all students often requires us to rethink our teaching approaches to be more inclusive. During the kickoff, participants will discuss key ideas in this new resource for [Inclusive Teaching](#) in STEM. Please read the article in advance and come prepared to share your best ideas for practice. The certificate program is designed to support faculty in adopting research-based teaching practices that foster the retention of students in STEM majors and support the development of their students as STEM professionals. The program is open to all instructional faculty who teach courses in the Colleges of Natural and Mathematical Sciences or Engineering and Information Technology and is funded by the Colleges and the FDC. All faculty participating in the certificate program are encouraged to attend the kickoff. Lunch is provided.

* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

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**Ask Me How I Already Finished My Grading: An Introduction to Rubrics * √ § €
Wednesday, September 4, 2019 • 12:00 to 1:30 pm • University Center 310**

Teaching and learning research suggests that students need scaffolding of assignments, immediate feedback, and guidance to cultivate metacognition. How can you meet your students' learning needs without 24/7 grading? Rubrics are one answer. Rubrics enable you to meet students' feedback needs, link low and high stakes learning opportunities, and help students to think about their thinking. Plus they can speed up grading and make it more consistent, while clarifying how you want students to demonstrate their learning. This session explores how to build rubrics, activate them in Blackboard, engage them for self and peer review, and anticipate ways to use the resulting data. Join your colleagues for this discussion on how to create and use rubrics effectively. Lunch is provided.

**Innovation for Teaching Effectiveness (INNOVATE) Certificate for Faculty in the Arts, Humanities, Social Sciences, & Social Work Fall Kickoff §
Friday, September 6, 2019 • 12:00 to 1:30 pm • Engineering 023**

In this kickoff event for the fourth 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. This program is open to all instructional faculty—tenured/tenure-track, lecturers, and adjunct—who teach courses in the College of Arts, Humanities, and Social Sciences, or the undergraduate program in Social Work; it is funded by those entities and the FDC. All faculty participating in the certificate program are encouraged to attend the kickoff. Lunch is provided.

**Using Group Work in Class: Six Mistakes to Avoid * √ § €
Friday, September 13, 2019 • 12:00 to 1:30 pm • Engineering 023**

Have you thought about using group work in class, but didn't know where to start? Or have you used groups but with less success than you'd like? Using student groups can promote engagement and learning during class time, but navigating such a social dynamic can seem daunting. In this session, facilitator Sarah Leupen will engage participants in discussing common pitfalls when using groups and productive ways to overcome them. Lunch is provided.

**Provost's Teaching and Learning Symposium √ § €
Friday, September 20, 2019 • 9:30 am to 2:00 pm • University Center Ballroom**

Please join us for the sixth annual Provost's Teaching and Learning Symposium! This symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty and staff to discuss transformative learning experiences.

Sessions include:

- Hrabowski Innovation Fund Fellows' and Awardees' Projects
- Innovative ways to use the new Blackboard Ultra
- High Impact Practices

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- Bridging Student Learning Outcomes & Student Success Analytics
- Mapping your Curriculum
- Assessing and Integrating Curricular & Co-Curricular Student Learning
- Poster Presentations

This year's keynote address, ***Making Relationship-Rich Experiences the Heart of Higher Education***, will be given by Peter Felten. Peter Felten is executive director of the Center for Engaged Learning, assistant provost for teaching and learning, and professor of history at Elon University. As a scholar, he is particularly interested in learning and teaching, individual and institutional change, and student experiences and agency in higher education. His books include the co-authored volumes: *The Undergraduate Experience: Focusing Institutions on What Matters Most* (Jossey-Bass, 2016); *Transforming Students: Fulfilling the Promise of Higher Education* (Johns Hopkins University Press, 2014); *Engaging Students as Partners in Learning and Teaching* (Jossey-Bass, 2014); *Transformative Conversations* (Jossey-Bass, 2013); and the co-edited book *Intersectionality in Action* (Stylus, 2016). He has served as president of the International Society for the Scholarship of Teaching and Learning (2016-17) and also of the POD Network (2010-2011), the U.S. professional society for educational developers. He is co-editor of the *International Journal for Academic Development* and a fellow of the John N. Gardner Institute for Excellence in Undergraduate Education.

Graduate TAs are welcome to attend.

LEADERSHIP & TEACHING SERIES:

Using Curriculum Mapping to Synthesize Student Learning √ §

Monday, September 30, 2019 • 12:00 to 1:30 pm • University Center 312

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

Bring Your Best Idea: Fostering Students' Creativity and Empathy √ §

Thursday, October 3, 2019 • 12:00 to 1:30 pm • Commons 318

"The future of human learning is dispositional learning," according to Randy Bass, keynote presenter at the Provost's Teaching and Learning Symposium in March 2019. Creativity and empathy are two dispositions that are highly valued both in and outside of academia, yet they are notoriously challenging to cultivate in our students. What types of assignments or activities have you found for encouraging students to generate novel ideas or engage successfully in creative problem-solving? What strategies have you found effective to help students to become more aware of and considerate toward others' perceptions, emotions, or points of view?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for cultivating creativity and empathy to this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will have the opportunity to reflect on the theme and write a brief description of a problem or a strategy related to the theme. Anyone who has an idea to share with the whole group will have two minutes to describe it. No slides please, though a one-page handout to pass around is welcome. After 20-30 minutes of sharing ideas, we'll shift to Q&A and discussion. Whether or not you

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bring an idea to share, you'll leave this session with new food for thought and several new ideas you might try in your own course. Lunch is provided.

Slide Design Principles that Support Learning * √ § €
Monday, October 7, 2019 • 2:30 to 4:00 pm • Engineering 023

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

Fall Book Discussion √ §
Connected Teaching: Relationship, Power, and Mattering in Higher Education
Thursday, October 17, 2019 • 12:00 to 1:30 pm • Commons 318 OR
Monday, October 28, 2019 • 12:00 to 1:30 pm • Commons 329 (Choose one)

Join your colleagues for a discussion of the book, *Connected Teaching: Relationship, Power, and Mattering in Higher Education* by Harriet L. Schwartz, Stylus Publishing, 2019. Each participant will receive a copy of the book ahead of time. Lunch is provided.

Excerpted from the publisher: This book explores teaching as a relational practice – a practice wherein connection and disconnection with students, power, identity, and emotion shape the teaching and learning endeavor. ...*Connected Teaching* is informed and inspired by Relational Cultural Theory (RCT). The premise of RCT is that the experience of engaging in growth-fostering interactions and relationships is essential to human development. In this book, the author shows that RCT has much to offer those devoted to student learning and development, providing a foundation from which to understand the transformative potential of teaching as a relational practice.

There will be two sessions, Thursday, October 17 and Monday, October 28.
Register for ONE session only.

LEADERSHIP & TEACHING SERIES:
Bridging Student Learning Outcomes and Success Analytics √ §
Thursday, October 24, 2019 • 12:00 to 1:30 pm • Engineering 102

What are your questions about student learning and success? Do you know how to access the data that can answer those questions? Discover how your colleagues are working to create a culture of data-informed decision making by synthesizing direct and indirect evidence. Gain insights into how you can use evidence to deepen your knowledge about how students are learning and where they need additional support. Lunch is provided.

New STEM Faculty Book Discussion √
Friday, October 25, 2020 • 2:30 to 3:30 pm • Sherman 113

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This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book. An afternoon snack is provided.

Promoting and Assessing Affective Learning √ §

Tuesday, November 5, 2019 • 12:00 to 1:30 pm • University Center 310

Many of our aspirations for student learning go beyond content and skill acquisition—we also want to help students develop qualities such as empathy, resilience, persistence, and social and personal responsibility. How do we foster such affective learning in our students, and how can we assess our success? When applied learning experiences such as internships, community-based learning and research, and undergraduate research are high quality, they can cultivate such attributes in our students. In this discussion, members of the Applied Learning Experience workgroup on campus will discuss their work in identifying, cultivating, acknowledging, and assessing affective competencies (partially funded through a Hrabowski Innovation Fund award). We invite participants to share their experiences and resources. Lunch is provided.

Leadership & Teaching Series: Closing the Loop √ §

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

Each semester faculty and staff gather to discuss student learning challenges and achievements and collaborate on ways to improve, using data to inform the discussion. Join your colleagues to discuss how you have improved student learning through evidence-based interventions—share your examples, learn new ideas, and reflect on institutional-level interventions. Or bring a learning challenge (and related data) to discuss with your colleagues. Lunch is provided.

WINTER

New STEM Faculty Book Discussion √

Tuesday, January 21, 2020 • 2:00 to 3:00 pm • Sherman 113

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book. An afternoon snack is provided.

Book Discussion: Teaching Undergraduate Science √

Thursday, January 23, 2020 • 12:00 to 1:30 pm • Engineering 102

Join your STEM colleagues for a discussion of evidence-based research practices and how to implement them through the book, *Teaching Undergraduate Science: A Guide to Overcoming Obstacles to Student Learning* by Linda C. Hodges, Stylus Publishing, 2015. Each participant will receive a copy of the book ahead of time. Lunch is provided.

Excerpted from the publisher: *Teaching Undergraduate Science* “is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students’ lack of engagement and learning...The author reviews the various learning problems endemic to teaching science, explains why they are so common and

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persistent, and presents a digest of key ideas and strategies to address them, based on the research. Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement ... Each strategy is accompanied by a table categorizing its likely impact, how much time it will take in class or out, and how difficult it will be to implement.”

Teaching STEM ✓

Friday, January 24, 2020 • 12:00 to 1:30 pm • Engineering 023

How do we make our STEM classes inclusive and effective for our diverse students today? Join your colleagues for a discussion of evidence-based teaching practices that help support all students as learners. We will use the ideas in the several papers as a starting point for our conversation (papers will be provided to those registered in advance). Lunch is provided.

SPRING

Open House and 20th Anniversary Celebration

Thursday, January 30, 2020 • 11:00 am to 2:00 pm • Engineering 102

We turned 20!! The Faculty Development Center was established in 1999 in response to faculty calls for support for professional development in teaching, research, and service, and the integration of these activities. Today, the FDC provides programming and consultations related to all aspects of teaching, pedagogical innovation and research, and assessment of student learning outcomes.

Come learn about the resources the FDC offers while celebrating our 20th Anniversary! There will be trivia, a raffle, and a place for you to write what you love best about the FDC. If you haven't yet used our services, this is a perfect opportunity to come get to know us. FDC staff will be on hand to answer any and all course design, pedagogical research, and assessment questions! This is a drop in event, so please come and go as needed, you do not need to attend the entire time. Sandwiches, salads, coffee, and cake are provided.

INNOVATE Reading and Discussion

Friday, January 31, 2020 • 12:00 to 1:30 pm • Engineering 102

We will discuss "Close reading as a disciplinary model for writing about teaching and learning," by Randy Bass and Sherry Linkon (2008). Lunch is provided.

Scholarship of Teaching and Learning Focus Group

Tuesday, February 4, 2020 • 12:00 to 1:30 pm • Engineering 102

The Faculty Development Center would like to pick your brains about how we could best support you to begin and complete SoTL projects, so we invite you to participate in a focus group. We intend to continue introducing faculty to the basics of SoTL and scholarly teaching through the periodic SoTL discussions in which you have participated in the past. However, we recognize that over the years, your needs for SoTL support may have changed. Many of you have

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begun outlining projects and perhaps have even collected some data. Some have even seen projects through to completion and presentation/publication. We would like to learn what types of resources and support would help you to bring SoTL projects to fruition in the future. Please consider attending this session, even if you are not currently engaged in a SoTL project. If you are unable to attend but would like to offer your two cents, please reply to let me know and I'll provide a way for you to weigh in. Lunch is provided.

Using Social Media for Learning √ §

Wednesday, February 5, 2020 • 12:00 to 1:30 pm • Engineering 023

You finally got your students to put down their smartphones, so why would you even consider bringing social media into your classroom? While some teachers see social media sites like Facebook, Twitter, LinkedIn, Instagram, and Snapchat as learning distractions and potential timewasters, others are using them to engage students and develop their skills. In this panel presentation, UMBC faculty and staff share lessons learned about integrating social media tools into their courses—what worked, what didn't, and how to assess student learning. Consider how colleagues use blogs, wikis, and other tools to scaffold and organize group projects. Panelists include Kate Drabinski (Gender, Women's + Sexuality Studies), Donald Snyder (Media and Communication Studies), Jess Myers (Women's Center) and Sarah Sharp (Visual Arts). Lunch is provided.

THE DIVERSE CLASSROOM SERIES:

Navigating Difficult Dialogues in the Classroom √ § *

Thursday, February 6, 2020 • 12:00 to 1:30 pm • Commons 329

From the dining room table to the classroom, learning how to dialogue across differences is more important than ever. This workshop is geared toward helping faculty repurpose dialogue skills to set up classrooms where students are focused on building relationships across difference and adding to the common pool of knowledge rather than trying to prove themselves right and their "opponent" wrong. We will review the theory behind intergroup dialogue as a pedagogy, and practice some of the key elements that help create a brave classroom space where conflict is greeted as a learning opportunity.

Some of the activities and approaches we will discuss include: UMBC Interact Curriculum, the differences between Dialogue/Debate/Discussion, establishing brave spaces, active listening, setting up group norms, responding to and managing triggers, understanding values, the importance of vulnerability, and a testimonials exercise. This workshop will be facilitated by Jasmine A. Lee, Director of Inclusive Excellence in the Division of Student Affairs. Lunch is provided.

Concept Mapping √ § €

Wednesday, February 12, 2020 • 12:00 to 1:30 pm • Engineering 023

Have you ever wondered what's going on in your students' heads as they grapple with difficult concepts? Having students create concept maps allow you to have a glimpse into the connections students are making among ideas. These graphic representations can help them to organize and synthesize their understanding of course content. It can also provide you with insights into their thinking or allow you to assess their understanding of key concepts. In this

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program you'll learn more about the research bases underlying concept-mapping, as well as ways to use concept maps to help students meet your learning goals. Several instructors who have used concept mapping with students including Jimmy Foulds (Information Systems), Joanna Gadsby (Library), and Vickie Williams (Education) will discuss their approaches. Lunch is provided.

Scholarship of Teaching and Learning Discussion Group √ §
Thursday, February 13, 2020; Wednesday, March 25, 2020 (CANCELED - COVID-19); AND Tuesday, April 14, 2020 (CHANGED TO 12-1 AND MOVED ONLINE VIA WEBEX - COVID-19) • 12:00 to 1:30 pm • Engineering 102

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments looking for clues? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and publishing a scholarship of teaching and learning project. Lunch is provided.

Bring Your Best Idea: Transparent Teaching Methods √ §
Wednesday, February 19, 2020 • 12:00 to 1:30 pm • Commons 329

When and how do you communicate with students about your pedagogical approaches? Have you been successful at anticipating and proactively addressing potential "pushback" from students about your teaching methods and choices for activities or assignment types? Such transparent teaching methods have been shown to support inclusion by helping students understand how and why they are learning course content in particular ways.

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for transparent teaching to this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will have the opportunity to reflect on the theme and write a brief description of a problem or a strategy related to the theme. Anyone who has an idea to share with the whole group will have two minutes to describe it. No slides please, though a one-page handout to pass around is welcome. After 20-30 minutes of sharing ideas, we'll shift to Q&A and discussion. Whether or not you bring an idea to share, you'll leave this session with new food for thought and several new ideas you might try in your own course. Lunch is provided.

THE DIVERSE CLASSROOM SERIES:
Who Students Are: Inclusion of Nontraditional Students √ § *
Tuesday, February 25, 2020 • 12:00 to 1:30 pm • Engineering 023

Do you ever wonder who your students are or how their life experiences impact their learning at UMBC? This session is designed to help faculty address the needs of specific underrepresented groups on campus, including non-traditionally-aged students, international students, and student veterans. A faculty panel will share their experiences working with these students and provide perspectives on how inclusive practices can support these students' success at UMBC. Panelists include David Di Maria (International Education), Jess Myers (Women's Center), Meredith Oyen (History). Lunch is provided.

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LEADERSHIP & TEACHING SERIES:**Using Curriculum Mapping to Synthesize Student Learning √ § €****Thursday, February 27, 2020 • 12:00 to 1:30 pm • University Center 312**

How can faculty collaborate to build programs that scaffold student learning, align learning opportunities, and measure and improve that learning? Curriculum mapping offers a visual tool to collectively analyze and address these challenges. Join us for a kinesthetic, hands-on mapping experience to create a shared vision for student learning across courses and programs. Lunch is provided. *In this session, we'll return to Challenge 1, where we use deliberative dialogue to map outcomes across core courses, electives, and upper-level courses and collaborate to identify gaps, overlaps, and potential improvements.*

Teaching Content + Tools √ §**Monday, March 9, 2020 • 12:00 to 1:30 pm • Engineering 102**

Do you teach a course that combines both “tools” (e.g., software, equipment, technologies) and “content” (e.g., disciplinary concepts and ideas)? If so, how do you strike a balance between the two? Do you use the content to motivate students to learn the tools? How do you assess students’ learning of both the tools and the content? In this session, faculty who teach such courses will have the opportunity to discuss common challenges and best practices. Lunch is provided.

THE DIVERSE CLASSROOM SERIES:**Universal Design for Learning Discussion √ §****Monday, March 9, 2020 • 2:30 to 3:30 pm • Commons 329**

Universal Design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” While the intended focus of this semester’s series is instruction, universal design can be applied to a wide range of library services; this topic will appeal to librarians and staff that do not have instruction duties and will build on existing projects such as assistive technology, reference services, learning objects, active learning, and the on-going discussions regarding building space design and renovation. This session is facilitated by Katy Sullivan, Head of Reference in the Library and held in collaboration with the library as part of their discussion series on scholarly literature, lectures, or media presentations that explore accessibility through universal design in the library profession, and in academic libraries specifically. An afternoon snack is provided.

Please review the following articles in advance of the discussion:

- Kieran, Laura, and Christine Anderson. “Connecting Universal Design for Learning With Culturally Responsive Teaching.” *Education and Urban Society* 51, no. 9 (December 2019): 1202–16. doi:[10.1177/0013124518785012](https://doi.org/10.1177/0013124518785012).
- Boothe, Kathleen A., Marla J. Lohmann, Kimberly A. Donnell, and D. Dean Hall. "Applying the Principles of Universal Design for Learning (UDL) in the College Classroom." *The Journal of Special Education Apprenticeship*, v7 n3. (December 2018) <https://eric.ed.gov/?id=EJ1201588>

LEADERSHIP & TEACHING SERIES:

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Bridging Student Learning Outcomes and Success Analytics √ §
Monday, March 23, 2020 • 12:00 to 1:30 pm • Engineering 102 (CANCELED - COVID-19)

Discover how your colleagues are working to create a culture of data-informed decision making by synthesizing outcomes and analytic data. Integrating direct and indirect evidence can yield deeper understanding of student performance, add depth and nuance to predictive analytics, and offer insights that can help you pinpoint learning gaps. Gain insights into how you can use evidence to deepen your knowledge about how students are learning and where they need additional support. Bring your own examples and questions and plan to contribute to the discussion; experts will be on hand to help you identify data sources for your specific action-research questions. Lunch is provided.

Virtual Pedagogical Happy Hour
Friday, March 27, 2020 • 2:00 to 4:00 pm • Online via WebEx

Join the FDC for Virtual Pedagogical Happy Hour. Bring your teaching challenges and best ideas and just de-stress with a group of colleagues. Drop in and drop out as you want and come as you are.

LEADERSHIP & TEACHING SERIES:

Applying Curriculum Mapping to Your Program √ § €
Monday, March 30, 2020 • 12:00 to 1:30 pm • University Center 312 (CANCELED - COVID-19)

How can faculty collaborate to build programs that scaffold student learning, align learning opportunities, and measure and improve that learning? Curriculum mapping offers a visual tool to collectively analyze and address these challenges. Join us for a kinesthetic, hands-on mapping experience to create a shared vision for student learning across courses and programs. Participants will have the opportunity to engage the embodied curriculum mapping experience to think through how their programs help students to achieve the learning outcomes. Lunch is provided. *In this session, we'll explore to Challenge 3, where we help you apply curriculum mapping techniques to your own programs and courses.*

Iron Chef: Continuity of Learning √ §
Wednesday, April 1, 2020 • 12:00 to 1:30 pm • Engineering 023 (CANCELED - COVID-19)

How can you provide continuity of learning in your course when you are unable to meet face-to-face? Join colleagues to creatively and collaboratively explore this theme in a small-group situational challenge complicated by an Iron Chef-like “secret ingredient.” This light-hearted competition will offer insights into ways to apply research-based strategies for dealing with everyday classroom situations. This program is offered jointly by the Faculty Development Center and Instructional Technology. Lunch and prizes are provided.

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Bring Your Biggest Challenge/Bring Your Best Idea: Balancing Teaching & Self-Care ✓ §

Wednesday, April 1, 2020 • 12:00 to 1:00 pm • Online via WebEx

How do we strike a balance between our work duties and self-care in the time of COVID-19? How do we protect ourselves from working 24/7 while ensuring that students feel heard by replying to them promptly? Many of us are simultaneously bored, anxious, having difficulty getting started with work, and worrying whether our work is enough. These uncertainties are impacting everyone's bandwidth, and our students are confronting these same stressors.

For this *Bring Your Best Idea* session, we will virtually crowdsource your best ideas for balancing teaching and self-care in this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will **write a brief description of a problem or a strategy related to the theme in the chat box**. Then, anyone who has an idea to share with the whole group will have one minute to elaborate on it. 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.

New STEM Faculty Book Discussion ✓

Tuesday, April 7, 2020 • 2:00 to 3:00 pm • Moved Online via WebEx

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book.

LEADERSHIP & TEACHING SERIES:

Closing the Loop ✓ § €

Wednesday, April 8, 2020 • 12:00 to 1:30 pm • Engineering 102 (CANCELED - COVID-19)

Each semester faculty and staff gather to discuss student learning challenges and achievements and collaborate on ways to improve, using data to inform the discussion. Join your colleagues to discuss how you have improved student learning through evidence-based interventions—share your examples, learn new ideas, and reflect on institutional-level interventions. Or bring a learning challenge (and related data) to discuss with your colleagues. Lunch is provided.

Bring Your Biggest Challenge/Bring Your Best Idea: Focusing on Key Outcomes to Foster Effective Online Learning ✓ §

Wednesday, April 8, 2020 • 12:00 to 1:00 pm • Online via WebEx

How can we keep students engaged and focused on learning in the online environment? How do we ensure student progress toward our learning outcomes now that we are all online? Like our students, we are adjusting to the events unfolding in our world, and these sudden changes are impacting everyone. Our goal is to be flexible to student challenges while ensuring the integrity of our courses, so we still need to be thinking about ways to assess student learning. How are you adapting your assignments and assessments to meet students' needs for flexibility ... while still ensuring that students are learning?

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For this *Bring Your Best Idea* session, we will virtually crowdsource your best ideas for maintaining and assessing student learning outcomes online in this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will **write a brief description of a problem or a strategy related to the theme in the chat box**. Then, anyone who has an idea to share with the whole group will have one minute to elaborate on it. 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.

Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching

Presentation by Derek Bruff ✓ § € *

Wednesday, April 15, 2020 • 12:00 to 1:30 pm • Library 767 (CANCELED - COVID-19)

Chalkboards and projectors are familiar tools for most college faculty, but when new technologies become available, instructors aren't always sure how to integrate them into their teaching in meaningful ways. As faculty interested in supporting student learning survey the changing landscape of technology, determining what's possible and what's useful can be challenging. In this session, we'll explore several teaching principles for matching technology to pedagogy, principles that can help us make intentional and effective use of technology in our teaching. This program is held jointly with Instructional Technology. Lunch is provided.

Virtual Pedagogical Happy Hour

Friday, April 17, 2020 • 2:00 to 3:00 pm • Online via WebEx

Back by popular demand! Join the FDC for Virtual Pedagogical Happy Hour. Bring your teaching challenges and best ideas and just de-stress with a group of colleagues. Drop in and drop out as you want and come as you are.

Writing a Compelling Hrabowski Innovation Fund Proposal

Tuesday, April 21, 2020 • 2:30 to 4:00 pm • Commons 318 (CANCELED - COVID-19)

In this session, you'll gain insights into what makes a Hrabowski Innovation Fund proposal compelling to reviewers. We'll share tips for what reviewers are looking for in a proposal, helping you to understand what constitutes an innovative idea to enhance teaching and learning. We'll also break the proposal down into parts, discussing the purpose of each section of the proposal and the types of language to use to convey your ideas clearly and compellingly. Two selection committee members and FDC staff will facilitate this session. Attendance is highly recommended for faculty and staff who plan to submit a HIF proposal. A light snack is provided.

Active Learning Inquiry Teaching (ALIT) Certificate for STEM Faculty End of Year Celebration ✓

Friday, April 24, 2020 • 12:00 to 1:00 pm • Engineering 023 (MOVED ONLINE VIA WEBEX - COVID-19)

* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

✓ Program counts toward the ALIT certificate

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Join your ALIT colleagues for a year-end review of lessons learned about ways to foster the retention of students in STEM majors and support the development of students as STEM professionals. Now is a great time to reflect, take stock, and celebrate! In this year's final discussion, we will also share strategies participants have used to promote student learning, and discuss a new research reading. The article will be sent to registered participants.

This event is for participants who have applied and been accepted to participate in the Active Learning, Inquiry Teaching (ALIT) Certificate program. Both those in the first or second year of the program are strongly encouraged to attend. Lunch is provided.

Online Teaching Discussion on Designing a Coherent Course √ §
Tuesday, April 28, 2020 from 12:00 to 1:00 pm, Friday, May 1, 2020 from 2:00 to 3:00 pm, Monday, May 11 from 2:00 to 3:00 pm, AND Thursday, May 14 from 12:00 to 1:00 pm • Online via WebEx

Do you feel the need for more evidence-based ideas for online assessments as you head to the end of the semester? Or are you looking ahead to design a better online course for summer--maybe even fall? Then join your colleagues for a virtual discussion of Chapter 3, "Designing a Coherent Course," in *Online Teaching at its Best: Merging Instructional Design with Teaching and Learning Research* by Linda Nilson and Ludwika Goodson, 2017. At our request, the authors have graciously provided a pdf of the chapter. The chapter covers everything from mapping learning outcomes to assessments to the syllabus and course organization. Participants will receive access to the chapter in advance of the session. Bring your lunch and join in the conversation!!

Due to popular demand, we've added additional sessions! There will be four sessions, April 28, May 1, May 11, and May 14. Please register for ONE session only. Only one session can count toward the ALIT or INNOVATE Certificate programs.

Innovation for Teaching Effectiveness (INNOVATE) Certificate for Faculty in the Arts, Humanities, Social Sciences, & Social Work End of Year Celebration §
Friday, May 1, 2020 • 12:00 to 1:15 pm • Engineering 102 (MOVED ONLINE VIA WEBEX - COVID-19)

In this year's final discussion, we will review lessons learned, share strategies participants have used to promote student learning, and share your Teaching Improvement Projects.

This event is for participants who have applied and been accepted to participate in the Innovation for Teaching Effectiveness (INNOVATE) Certificate program. Both those in the first and second years of the program are encouraged to attend. Lunch is provided.

Faculty Learning Communities End of Year Celebration
Friday, May 8, 2020 • 12:00 to 1:30 pm • Library 767 (MOVED ONLINE VIA WEBEX - COVID-19)

To learn more about the Faculty Learning Community (FLC) program, please join this celebration where participants in the current FLCs will present the outcomes of their work. The

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facilitators of proposed FLCs and FDC staff will be on hand to answer your questions. Further information about FLCs is our website: <http://fdc.umbc.edu/learning-communities/faculty-learning-communities>. Lunch is provided.

Using a Graphic Syllabus to Engage Students √ §
Monday, May 18, 2020 from 1:30 to 2:30 pm AND Tuesday, May 19, 2020 from 12:00 to 1:00 pm • Online via WebEx

How can we use the syllabus to engage and guide students in a course, especially online? In the syllabus we strive to communicate our philosophy, pedagogy, and path for student learning and simultaneously share practical logistics, requirements, and resources. The graphic syllabus can be a dramatic and effective way to communicate these ideas to students, especially in online courses. In this session, we will provide an overview of ways to capture key elements of the syllabus in visual form and share examples. Whether you have a full graphic syllabus or have used graphics to enhance a small portion of your syllabus, we invite you to bring your examples to share with your colleagues.

Due to popular demand, we've added an additional session! There will be two sessions, May 18 and May 19. Please register for ONE session only. Only one session can count toward the ALIT or INNOVATE Certificate programs.

Virtual Pedagogical Happy Hour
Wednesday, May 27, 2020 • 3:30 to 4:30 pm • Online via WebEx

Join the FDC for Virtual Pedagogical Happy Hour. You helped students to learn despite a challenging semester, so let's celebrate your contributions to academic continuity! We'll share lessons learned this last semester and how you've adapted. We'll also just take time to connect, for example, what have you found to feed your spirit in the last few weeks--favorite foods, ways to connect, or activities? Or, if you could travel this Memorial Day, where would you go? Drop in and drop out as you want and come as you are.

THE DIVERSE CLASSROOM SERIES:
Motivating Students Online Book Chapter Discussion √ §
Monday, June 1, 2020 from 12:00 to 1:00 pm, AND Tuesday, June 2 from 2:00 to 3:00 pm • Online via WebEx

Did you find that your students struggled to stay motivated during remote instruction? Then join your colleagues for a virtual discussion of Chapter 8, "Motivating Students," in *Minds Online: Teaching Effectively with Technology* by Michelle D. Miller, 2014. The chapter applies ideas from research on motivation to common online teaching challenges and suggests practical solutions to help instructors keep students striving. Participants may access the ebook online through the AOK library in advance of the session. Bring your lunch or a snack and join in the conversation!

There will be two sessions, June 1 and June 2. Please register for ONE session only. Only one session can count toward the ALIT or INNOVATE Certificate programs.

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THE DIVERSE CLASSROOM SERIES:

Active Learning Online √ §

Tuesday, June 9, 2020 • 12:00 to 1:00 pm • Online via WebEx

How do we keep students engaged in learning online? How do we help them process concepts and think deeply about ideas in the absence of the face-to-face classroom? Research shows that using active learning approaches helps students stay motivated, feel connected, and generate meaning--whether face-to-face or online. In this session we'll share some general information about active learning strategies and hear examples from two faculty who use active learning online. Sarah Leupen (Biology) will discuss why she uses group work online and how she manages groups in Blackboard Collaborate. Tim Phin (Ancient Studies) will talk about the importance of discussion to his pedagogy and how he encourages discussion online using tools such as VoiceThread or the discussion board.

The emphasis in this session will be on the pedagogy of active learning online--how these approaches can help you achieve your goals for student learning during remote instruction. While we will discuss the affordances that the tools provide for achieving your goals, this session will not provide step-by-step instructions for using online tools. Please see the [training programs offered by instructional technology](#) for specific help in using tools.

THE DIVERSE CLASSROOM SERIES:

Trauma-Informed Educational Practices: Reflecting Collaboratively About Healthy Classroom Climates √ §

Tuesday, June 16, 2020 from 2:00 to 3:00 pm AND Wednesday, June 17, 2020 from 12:00 to 1:00 pm • Online via WebEx

As we return to virtual and in-person classrooms this summer and fall, how can we cultivate awareness of trauma-informed educational practices to support our students and ourselves? While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "a cognitive burden comparable to a full-time job," according to some [experts](#). How can we help our students learn as they (and we) manage this added cognitive load? Join with colleagues to discuss readings on trauma-informed pedagogy and explore ways to support students.

Prior to the session, please review at least one of the following resources and bring your ideas to share:

- [Blog post by Cathy Davidson](#)
- [Podcast on Trauma-informed Pedagogy](#)
- [Journal Article on Trauma-Informed Education Practice](#) (Especially pages 9-13 on Principles and Practices to Enhance Classroom Safety)
- [What Does Trauma-Informed Teaching Look Like?](#) Article from the Chronicle

Additional materials will be provided as resources.

Please consider the following guiding questions as we prepare to discuss these challenging aspects of classroom climate:

1. How can we help our students to manage the pandemic and race-based stress and trauma they are experiencing and still learn successfully in our classes?

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2. What can we do to help students with their self-regulation skills (i.e., planning, remembering, focusing), which can be compromised by trauma?
3. How can you build a support network for yourself as you prepare to support students?

There will be two sessions, June 16 and June 17. Please register for ONE session only. Only one session can count toward the ALIT or INNOVATE Certificate programs.

THE DIVERSE CLASSROOM SERIES:

The Role of Gender Power in Online Course Discussions

Tuesday, June 23, 2020 • 11:00 am to 12:00 pm • Online via WebEx

The Role of Gender Power in Online Course Discussions: How to Design Online Learning Experiences that Prevent the Silencing of Women's Voices.

When teaching and learning online, having meaningful class conversations can become more challenging – particularly when students are asked to share their ideas, opinions, or disagreements. Research has shown that this is especially true for undergraduate women in online courses. In this hands-on workshop, we will discuss research and practical guides to better understand how face-to-face gender power concerns manifest in online learning environments. The facilitator will model online teaching and facilitation tactics and provide a toolkit of resources for online teaching. By the end of this 60 minute online session, you will be able to:

- Articulate the importance of attending to the climate of an online class discussion
- Summarize the role gender power has been found to play in women's participation in online discussions
- Describe 3 different designs for facilitating online discussions
- Determine a plan of 6 practices for fostering a more inclusive and collaborative online learning environment

This workshop will focus on the experience of faculty but GAs and staff are welcome to attend. Registration is required by June 16. A pre-course survey will be sent to participants by June 17th to be completed by June 21st. The workshop link will also be sent to participants at that time.

Presented by: Virginia L. Byrne, Ph.D., is an Assistant Professor of Higher Education & Student Affairs at Morgan State University's School of Education and Urban Studies. Virginia researches climate and equity in online and technology-enhanced learning environments. Her work investigates how social media and instructional technology are changing how we teach, learn, and connect in higher education. Virginia earned her Ph.D. from University of Maryland, College Park in Technology, Learning and Leadership. At UMD, she worked at the Teaching and Learning Transformation Center conducting faculty development workshops and coordinating the University's research on undergraduate teaching and learning. Before starting her PhD, Virginia served as the Student Life Coordinator for Leadership Development at UMBC. She holds a Certificate in Instructional Systems Design from UMBC and a Master's degree in Student Affairs from Florida State University. You can find her on Twitter at @virginialbyrne or her website, www.virginialbyrne.com.

This workshop is co-sponsored by the Women's Center, Center for Women in Technology (CWIT) and the Faculty Development Center.

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THE DIVERSE CLASSROOM SERIES

UMBC's Faculty Development Center continues 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?

Who should attend?

- Faculty and staff who aspire to make their classrooms more inclusive of our diverse student population.

For additional resources, see <https://fdc.umbc.edu/resources/the-diverse-classroom/>

LEADERSHIP & TEACHING SERIES

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

Sessions in this series are designed to help you to reflect on challenges in teaching facing higher education and how you, in your role as a formal or informal leader at UMBC, can contribute to innovative solutions. Faculty and staff colleagues will address specific challenges in interactive presentations designed to help you explore key questions, for example,

- How can you use research to improve teaching, learning, and curriculum design?
- How can you connect to other teaching leaders to identify common challenges and devise shared solutions?
- How can you contribute to a collaborative culture of evidence-based teaching to improve student learning?
- How can you identify policies, processes, and technologies that make it easier to gather and use evidence of student learning?

Who should attend?

- Chairs, deans, graduate program directors, and others in formal leadership roles
- Faculty and staff with informal leadership roles or who aspire to be campus leaders

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