Learning Communities & Book Groups

**Building Antiracist White Educators (BARWE)**

**Dates**: Wednesdays
**Time:** 12:00 p.m.
**Facilitator:**Donna Wake

BARWE is a model that centers the thought that white educators must participate in the dismantling of white supremacy in school spaces. This work is not solely the responsibility of Black, Brown, and Indigenous educators. White teachers must engage in collective action to consistently study and reflect on our identity and place within systems and communities. Through this work, we can participate in ongoing work of building anti-racist systems that support the social, emotional, and academic well-being of our students and of our colleagues. This reading and inquiry series meets once a month and centers content for learning, introspection, and action.

**Community Cafe: Teaching & Learning in STEM**

**Dates**: Wednesdays
**Time:** 12:00 p.m.
**Facilitator:**Ashley Hicks

STEM disciplines face unique challenges in the fields of teaching and learning. This year-long learning community will serve as a meeting place for anyone interested in improving, exploring, and growing as professionals. We will meet twice a month for lunch and discussion on a variety of topics from best practices, to technology, to interdisciplinary and interdepartmental approaches for teaching and beyond!

**Scholarship of Teaching & Learning Community of Practice**

**Dates**: Mondays
**Time:**2:00 p.m.
**Facilitator:**Marsha Massey

National efforts to improve student learning outcomes inspire investigation of teaching and learning methods that will increase student success. The Scholarship of Teaching and Learning (SoTL) community is currently investigating the relationship between high-impact practices (e.g., internships, student research, etc.) and career confidence. We invite new participants to collaborate in research that will address this and other relevant questions.

**New Faculty Teaching Academy (NFTA)**

**Dates**: Mondays
**Time:** 2:00 p.m.
**Facilitators:**Stacy Lom and Zach Smith

This community for first- and second-year faculty meets twice a month, in-person, throughout the academic year to provide new faculty with a strong foundation in research-based strategies for teaching and learning, key insights into UCA-specific resources and student populations, and a supportive environment for discussing and responding to the emergent needs of new faculty. Participants in the program will have opportunities to workshop inclusive syllabi and effective assessments, and to participate in peer teaching observations valuable in the process of applying for tenure and/or promotion. NFTA provides a laboratory of ideas and supportive feedback for any new faculty looking to take their teaching to the next level.

**Early Career Coaching Circle (ECCC)**

**Dates**: Tuesdays
**Time:** 3:00 p.m.
**Facilitators:** Debra Burris, Amy Hawkins, Sharon Mason, Sandie Nadelson, Ashley Phillips, Candice Thomas

This is a learning community with a semi-structured discussion format for faculty in their second year through their fifth year. This group will meet twice a month throughout the academic year to support each other in the development of individualized plans to set and achieve goals in the areas of teaching, scholarship & creative activity, and service.

**What are the goals of an early career coaching circle?**

*To facilitate a semi-structured process wherein early career faculty will:*

* Create a multi-year vision to achieve tenure and/or promotion in a proactive, lower-stress manner.
* Foster a commitment to personal wellness and work-life balance.
* Determine key areas of growth in teaching, scholarship & creative activity, and service to focus on in the next few years of their careers.
* Establish the action steps and resources needed to grow in the areas they identify in the next six months to one year.
* Navigate the expectations and political dynamics of individual departments and colleges and proactively network to establish key relationships on campus.
* Identify what constitutes evidence of effective teaching, scholarship & creative activity, and service and translate that evidence into a compelling narrative.
* Develop an overall theme/narrative for tenure and/or promotion packet and show alignment between teaching, scholarship & creative activity, and service.

**Mid-Career Coaching Circle (MCCC)**

MCCCs are typically offered for faculty in their sixth year and beyond at UCA. Circles are organized by topic with a semi-structured discussion format and meet twice per month throughout the academic year to develop individualized plans to set and achieve goals in the selected topic area.

**Applying for Full Professor**

**Dates**: Mondays
**Time:** 2:00 p.m
**Facilitators:**Tammy Benson and Wendy Lucas

Want to apply for full professor but the thought of writing your narrative makes your eye twitch from memories of the last time? No other full professors in your department to go to for help? Join our coaching circle to gain support, encouragement, and to get you on track to apply for full in September 2023. This group is focused on narratives and application materials, not research productivity.

**Aspiring Leaders**

**Dates**: Tuesdays
**Time:** 3:00 p.m.
**Facilitator:**Candice Maxwell

This coaching circle is for faculty who aspire to be equity leaders and advocates. Faculty will engage in conversations, exercises, and activities designed to unpack and leverage their personal and professional narratives, enhance and build new knowledge and practices for sustainable impact, foster inclusive actions, and engage others in achieving common goals. If you are interested in growing as a leader, this group is for you.

**Personal and Professional Growth**

**Dates**: TBA
**Time:** 10:00 a.m.
**Facilitator:**Patty Kohler

For faculty wanting to deeply explore untapped passions and ideas that are in their beginning stages of taking shape, this is a space for uncovering those ideas waiting to take flight. Through questions designed to promote reflection and consideration, faculty will engage in conversations and encourage one another to take healthy risks while providing mutual support. *The initial meeting scheduled for 10 a.m. on Friday, Sept. 2 at the THINK Coffee in the UCA College of Business; other meetings will be scheduled by the group at the initial meeting.*

**Practices and Pedagogies of Care**

**Dates**: Wednesdays
**Time:** 2:00 p.m.
**Facilitator:** Amy Hawkins

This is a group for faculty who wish to provide care for students without burning out themselves. We will focus on practices of caring for self and others that offer meaningful support as well as how to demonstrate care for students that honors healthy boundaries and connects others with the plethora of support resources on campus. *The initial meeting will be in person in Torreyson West 319, and we will determine together which meetings will be in person and which will be on Zoom.*

**Teaching First-Year Students**

**Dates**: Thursdays
**Time:** 3:00 p.m.
**Facilitator:**Amy Baldwin

For faculty who teach first-year undergraduate students and want to expand their understanding of this population and design strategies for improving first-year students’ engagement and success. Through reflection questions and discussion topics, faculty will engage in conversations that can help them achieve their goals. *The initial meeting will be on Zoom, and we will determine together which meetings will be in person and which will be on Zoom.*

**Dean’s Leadership Series: Leading from the Middle**

**Date**: Tuesday, Oct. 18
**Time:** 12:15 p.m.
**Facilitators:** Michael Hargis and Nancy Reese

This interactive session will allow participants interested in academic leadership to experience leadership from the lens of a dean, using case analysis, group interaction, and panel discussion.

***Decolonizing Methodologies: Research and Indigenous Peoples* Book Group**

**Dates**: Thursdays
**Time:** x-period (1:40 – 2:30 p.m.)
**Facilitators:**Deanna Kay Rice and Donna Wake

 “To the colonized, the ways in which academic research has been implemented in the throes of imperialism remains a painful memory. This essential volume [written by Linda Tuhiwai Smith] explores the ways imperialism is embedded in disciplines of knowledge, and argues that the decolonization of research methods will help reclaim control over indigenous ways of knowing and being” (from the book cover). We hope you will join us to explore the colonized past as we seek insights to its effect on the work we do today as 21st century scholars.

**The Global Learning and Internationalization Reading Group**

**Dates**: Thursdays
**Time:** 3:00 p.m.
**Facilitators:** Riva Brown and Leah Horton

This group seeks to bring together faculty and staff with interests in learning and adapting pedagogy to enhance global learning and internationalization within our programs and curricula. Through an emphasis on relationship building, our reader *Learner Relationships in Global Higher Education: A Critical Pedagogy for a Multicultural World* will offer practical insight based on research to help us help our students navigate an increasingly interconnected world in which, paradoxically, individual isolation is on the rise.

***Relationship-Rich Education*Book Group**

**Dates for Virtual:** Oct. 13 (Thur.), Oct. 25 (Tue.), Nov. 1 (Tue.), Nov. 15 (Tue.)
**Dates for In-person:** Tuesdays (Oct. 11, Oct. 25, Nov. 1, Nov. 15)
**Time**: 3:00 p.m.
**Facilitators**: Charlotte Strickland (Virtual), Vicki Parish (In-person)

What single factor makes for an excellent college education? As it turns out, it’s pretty simple: human relationships. Decades of research demonstrate the transformative potential and the lasting legacies of a relationship-rich college experience. Critics suggest that to build connections with peers, faculty, staff, and other mentors is expensive and only an option at elite institutions where instructors have the luxury of time with students. But in this revelatory book brimming with the voices of students, faculty, and staff from across the country, Peter Felten and Leo M. Lambert argue that relationship-rich environments can and should exist for all students at all types of institutions. They also stress that relationship-rich education is particularly important for first-generation college students, who bring significant capacities to college but often face long-standing inequities and barriers to attaining their educational aspirations. Drawing on nearly 400 interviews with students, faculty, and staff at 29 higher education institutions across the country, Relationship-Rich Education provides readers with practical advice on how they can develop and sustain powerful relationship-based learning in their own contexts.

Ultimately, the book is an invitation―and a challenge―for faculty, administrators, and student life staff to move relationships from the periphery to the center of undergraduate education. Free book provided to first 30 registered and **participating** employees.

***The Smart but Scattered Guide to Success*** **Book Group**

**Dates**: Mondays
**Time:**3:00 p.m.
**Facilitator:**Amy Hawkins

How many of us feel like we can’t quite get it together after the events of 2020 and beyond? If that resonates with you, this book group will equip participants with tools to strengthen our own and our students’ executive function skills. Written by Peg Lawson and Richard Guare (2016), this highly readable and practical book offers strategies to grow executive function skills in key areas such as working memory, emotional control, task initiation, sustained attention, organization, time management, and more. Each of the 12 essential executive skills will be assessed and paired with practices to strengthen each one.

***Soundtracks*Book Group for Women**

**Dates:** Wednesdays
**Time**: 12:00 p.m.
**Facilitators:** Debra Burris and Sandie Nadelson

Ever worry that you overthink, and this is getting in the way of your success? If you do, this book club will serve you well as we will discuss ways to reduce overthinking. *Soundtracks*is written by Jon Acuff, who is the author of several New York Times bestsellers. Not sure if this is for you? Get a sneak peek by watching the [author’s video:](https://www.youtube.com/watch?v=WtEZ41L-RjU&t=467s)

We hope you will join us as we discuss overthinking and how we can use the book concepts to improve our own lives, those of our students, and others

**Teaching by Design Mini-Conferences Series**

While the Teaching by Design mini-conference is offered as a series, you may register for each event individually and choose the sessions that work for your schedule. Please note each lunch is capped at 40 participants and then a waiting list will be started

## **Fall Lunch 1: Designing Effective Courses**

**Date**: Sept. 29, 2022
**Time**: 12:15 – 2:30 p.m.
**Facilitators**: Jessica Underwood and Zach Smith

* Establishing powerful learning objectives
* Backward course design: Aligning objectives, assignments, and activities

## **Fall Lunch 2: Establishing Productive Learning Environments**

**Date**: Oct. 27, 2022
**Time**: 12:15 – 2:30 p.m.
**Facilitators:** Stacy Lom and Arijit Mukherjee

* Leading a constructive first day
* Fostering effective and motivating learning environments

## **Fall Lunch 3: Using Active Learning Strategies, Part 1**

**Date**: Nov. 17, 2022
**Time**: 12:15 – 2:30 p.m.
**Facilitators**: Lesley Graybeal and Stefanie Sorbet

* Planning and facilitating effective class discussions
* Implementing service-learning and experiential learning

## **Spring Lunch 4: Using Active Learning Strategies, Part 2**

**Date**: Jan. 26, 2023
**Time**: 12:15 – 2:30 p.m.
**Facilitators**: Leticia de la Garza and Amy Hawkins

* Employing inclusive pedagogies
* Setting up group work to succeed for all involved

## **Spring Lunch 5: Promoting Higher Order Thinking**

**Date:** Feb. 16, 2023
**Time**: 12:15 – 2:30 p.m.
**Facilitators**: Vicki Parish and Amber Wilson

* Ensuring transparent instruction
* Cultivating digital literacy in students

## **Spring Lunch 6: Assessing to Inform Instruction and Promote Learning - CANCELED**

**Date:** March 16, 2023
**Time**: 12:15 – 2:30 p.m.
**Facilitators:** Amy Hawkins and Lisa Skultety

* Providing useful feedback and checking for student understanding
* Developing and using rubrics and checklists

#### Global Education in the First Year

How can we instill in our students the importance of global perspective, appreciation for difference, and appreciative inquiry early in their college experience? In this workshop, Dr. Geoffrey Pfeifer, Associate Professor of Teaching at Worcester Polytechnic Institute, provides a global learning framework for project-based learning (PBL) with first year students.  Participants will leave this session with inspiration, tools, and operational steps for integrating global learning and PBL into the first-year experience.

The presentation will highlight how global learning is integrated into first-year courses in Worcester Polytechnic Institute's distinctive Great Problems Seminars Program, the different points of entry used in engage in global learning, and how to bring a global perspective to diverse subjects, including interdisciplinary engagement with arts, humanities, and sciences.

**Date**: Tuesday, Nov. 15
**Time**: 4:00 p.m. - 7:00 p.m.
**Location**: McCastlain Fireplace Room

Following the presentation, participants are invited to enjoy dinner to continue the discussion with Dr. Pfeifer and fellow colleagues. This presentation is sponsored by Center for Global Learning and Engagement, Department of Philosophy, and the Center for Excellence in Teaching and Academic Leadership.

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Instructional Workshops

#### ****Writing Across the Curriculum / Writing in the Disciplines****

The following workshops are offered to assist faculty from across all disciplines in both the teaching and evaluation of student writing.

#### Beyond the Persuasive Essay: Tips for Teaching Discipline-Specific Writing

**Date**: Wednesday, Sept. 14
**Time:** 3:00 p.m.
**Facilitator:**Jen Talbot

Students often struggle to transfer writing skills from one genre to another. This workshop will provide insight into what students have been taught about writing and what they need to learn to write well in the genres of their disciplines. In addition, we will provide and generate strategies to help students make the leap from persuasive essays to documents such as memos, proposals, white papers, lab reports, profiles, reviews, and so on. [Register online!](https://uca.edu/cetal/event-registration/)

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#### Style and Clarity in Technical and Workplace Writing

**Date**: Wednesday, Oct. 5
**Time:** 3:00 p.m.
**Facilitator:**Jen Talbot

Functional writing--writing that enables users to make decisions and complete tasks--requires stylistic appropriateness, clarity, and conciseness. Faculty regularly cite style and clarity as weak areas in student writing, but often don't know where to begin to address problems. This workshop provides an economical method for eliciting stronger writing through a few key principles.

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#### Student, Staff, and Faculty Experience Panel: The LGBTQ+ Community and Fostering Institutional Belonging

**Date**: Tuesday, Oct. 11
**Time:** x-period (1:40-2:30 p.m.)
**Facilitator:**Taine Duncan

As our UCA community grows with intentional inclusivity of various diverse populations, we must remember our LGBTQ+ population deserves to feel safe, welcomed, and wanted. In this CETAL/IDI session, Dr. Taine Duncan will facilitate a conversation with student, staff, and faculty panelists on their experiences at UCA and on their ideas for ways to become more gender-inclusive and LGBTQ+ equitable. Discussing everything from experiences of exclusion, to the communities of belonging they've created, to ways in which you can demonstrate your allyship in and out of the classroom, this is a panel you will not want to miss! [Register online!](https://uca.edu/cetal/event-registration/)

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#### Trauma-Informed Behavior Management & Executive Skill Coaching Workshop

Our students are struggling in ways we’ve not seen before. A large number of students lack the basic skills it takes to survive and thrive as college students, resulting in poor performance in the classroom. Frustrated faculty are in search of solutions and coaching for how to address the increasing display of behavior management issues and executive functioning deficiencies among their students. CETAL seeks to interrupt this unprecedented trend with a half-day workshop, Trauma-Informed Behavior Management and Executive Skills Coaching.

**Date:**January 10, 2023 **Time:**12:00 – 4:30 p.m. **Location:**BHCC

**SUMMER INSTITUTES**

CETAL offers multiple institutes throughout the year, including a week-long Teaching Excellence Institute each summer. Get more information on each one at the links below:

* [Teaching Excellence Institute](https://uca.edu/cetal/teaching-excellence-institute/)
* [Global Learning Institute](https://uca.edu/cetal/global-learning-institute/)
* [Service-Learning Faculty Fellow Institute](https://uca.edu/cetal/service-learning-faculty-fellows-institute/)