

# CTE Events: Spring 2020

## Learning Lunches

### **Voters, Volunteers, and Change Makers: Teaching Students as Citizens**

**Date:** Thursday, Jan. 30

**Facilitator:** Lesley Graybeal

**Track:** Pedagogy, FYS

Civic engagement encompasses the attitudes, values, knowledge, and skills to make a difference in our communities and to work towards the public good. In higher education, students are often exploring what it means to be a citizen in new ways, including participating in political processes, learning about the policies that affect their communities, and developing a passion for a specific cause. Every discipline includes content and skills that impact society, and engaging students in civic learning encourages active participation in both their classrooms and their communities. In this interactive workshop, faculty will develop strategies for teaching students as citizens in any discipline.

### **Over the Rainbow: Lived Experiences of a Student on the Autism Spectrum**

**Date:** Monday, Feb. 10

**Facilitator:** Austin Armstrong (external guest speaker)

**Track:** Diversity and Inclusion

Austin is a lifelong advocate for autism awareness. Austin was diagnosed with autism at a very young age, yet despite numerous doubtful predictions he has overcome countless obstacles and speaks on issues concerning the autism community throughout the country. He will share his struggles and triumphs as an individual with autism while going over key strategies to help educators succeed in being better equipped for students on the autism spectrum.

### **Lived Experiences of Latinx and Hispanic Students**

**Date:** Tuesday, Feb. 25

**Facilitator:** Maria Negrete-Padron, Hispanic Outreach Coordinator

**Tracks:** Diversity and Inclusion

The Lived Experiences series is continuing due to popular demand! By interacting with a panel of students encompassing the perspectives of individuals from both Latin America and other Spanish-speaking countries, participants will gain insight into their unique challenges such as the UCA campus climate, classroom and curriculum dynamics, personal interactions with faculty, in addition to faculty expectations and opportunities faculty provide. We will also hear from students how faculty can contribute to increased retention and graduation rates among these student populations.

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## **Teach to Reach ALL Students: Applying Universal Design for Learning (UDL) Principles in College Courses**

**Date:** Thursday, March 5

**Facilitators:** Amy Hawkins & Doris Pierce

**Tracks:** All

Universal Design for Learning (UDL) is an approach to course design and delivery that goes beyond what is legally required to make courses accessible to learners to consider how all students may benefit from using multiple means of representation, expression, and engagement in our courses. Bring your laptop or tablet and instructional materials for one of your courses and get ready to identify opportunities for you to make a few changes that better meet diverse learning needs and styles.

## **Assume Nothing! Designing Course Materials for Maximum Impact**

**Date:** Friday, March 13 (CANCELED)

**Facilitator:** Adam Peterson

**Tracks:** All

Believe it or not, our students cannot read our minds. Sadly, bad design in course materials assumes they can. Don Draper on Mad Men said, "Make it simple, but significant." Design is not a scary word only creative types must use. Design is also not something that must be beautiful or overly-complicated. Instructional materials in your courses need to be designed in a way to allow your students the best chance to achieve your intended goals and objectives. In this learning lunch, we're going to quickly remove the stigma of design to show how you can do simple things to make your course materials more functional. We will look at questions we can ask ourselves and techniques we can use to connect the content to our students for a better chance at success.

## **Making Instructor Expectations Explicit: Designing a Transparent Rubric**

**Date:** Tuesday, March 31 (CANCELED)

**Facilitator:** Jessica Underwood

**Track:** Pedagogy, Online, FYS

"What do I need to do to get an A?" Students crave transparency; they need guidance and direction to help focus their efforts on what's most important to achieve success. Giving students a rubric with explicit criteria and performance expectations can enhance the quality of student work and support the development of metacognition through self-assessment. Transform your rubric into a powerful instructional tool that improves and assesses learning outcomes (and reduces grading time!). [Register now!](#)

# CTE Events: Spring 2020

## Instructional Workshops

### **Teaching Writing to First-Year Students: Part One: Meeting Students Where They Are**

**Date:** Tues, Feb. 18 (x-period)

**Facilitator:** Jen Talbot

**Tracks:** Pedagogy, FYS

Part 1 of 2 introduces a few useful principles of teaching and assessing student writing, and connects them to UCA Core Rubric B. As a group, we will use sample papers to illustrate how the criteria on the rubric show up in student writing. Through this conversation we will begin to develop a profile of a first-year writer: what we can expect them to know and be able to do, what skills that they are developing at this stage, and what expectations might need more scaffolding.

### **Teaching Writing to First-Year Students: Part Two: Beyond the Red Pen**

**Date:** Thursday, Feb. 25 (x-period)

**Facilitator:** Jen Talbot

**Tracks:** Pedagogy, FYS

In part 2 of 2, we will delve into a variety of strategies for providing feedback to students through a combination of comments, grades, and rubrics. We will also look at best practices in developing assignments that transparently communicate the criteria for success. If you have a writing assignment you'd like to revise, please bring it for workshopping.

### **Teaching Portfolio Workshop**

**Date(s):** Wed., April 8 (9:00-11:00 a.m.) OR Thur., April 9 (1:30-3:30 p.m.)

**Facilitator:** Patty Kohler-Evans

**Tracks:** Pedagogy, FYS

The Teaching Portfolio Workshop offers an opportunity to learn how to construct a portfolio to document one's teaching effectiveness. Writing and discussion exercises provide a starting point for the portfolio development process. This workshop will help faculty prepare the teaching portion of their tenure and/or promotion application.

# CTE Events: Spring 2020

## Learning Communities & Book Groups

### Scholarship of Teaching and Learning (SoTL) Research Community

**Dates:** Every other Monday (1/27, 2/10, 2/24, 3/9, 3/30, 4/13)

**Tracks:** Pedagogy, FYS

National efforts to improve student learning outcomes continue to prompt a variety of challenging questions. One question in particular that many institutions like UCA seek to answer is what teaching and learning methods work best to increase student success. Join our Scholarship of Teaching and Learning (SoTL) Research Community to partner in conducting research that will address this and other relevant pedagogical questions.

### Community-Based Research Learning Community

**Dates:** Every other Wednesday (2/5, 2/19, 3/4, 3/18, 4/1, 4/15)

**Facilitator:** Lesley Graybeal

**Track:** Pedagogy

Academics with a passion for community engagement and seeking ways to better align and maximize the impact of their teaching, research, and service interests may be interested to learn about community-based research. Community-based research includes community stakeholders in all stages of research, from conceptualizing the research question to disseminating the research product. Members of this learning community will use the text *Community-Based Participatory Research* by Karen Hacker to explore the theoretical foundations and exemplars of community-based research, as well as to consider methodological and ethical implications within their fields, and will have the opportunity to connect with community stakeholders interested in becoming research collaborators.

### Women in Academic Leadership (WALL-C)

**Dates:** First Friday of each month; (2/7, 3/6, 4/3)

**Facilitator:** Amy Hawkins (organizer)

**Track:** Diversity

The WALL community exists to support and empower female leaders at UCA. Leadership is defined by role and not by position; therefore, women in all ranks and positions are eligible to participate. WALL-C participants are encouraged to bring their own lunch or purchase lunch in the cafeteria.

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## **New Faculty Learning Community**

**Dates:** Every other Monday (2/10, 2/24, 3/9, 3/30, 4/13, 4/27)

**Facilitator:** Patty Kohler-Evans

**Tracks:** Online, Pedagogy, FYS

Are you in your first or second year of teaching at UCA? If so, this learning community is for you! Gather with other new UCA instructors to begin building a support network and resources to support your success under the guidance of a seasoned professional, Dr. Patricia Kohler-Evans, Professor of Elementary, Literacy, and Special Education and Director of the Mashburn Center for Learning.

## **Thrive! The Third Metric to Redefining Success and Creating a Life of Well-Being, Wisdom, and Wonder**

**Dates:** Every other Monday (1/27, 2/10, 2/24, 3/9, 3/30, 4/13)

**Facilitators:** Stacy Lom and Jennifer Parrack

**Tracks:** Diversity & Inclusion

“In *Thrive*, Arianna Huffington makes an impassioned and compelling case for the need to redefine what it means to be successful in today’s world. As the cofounder and editor-in-chief of the Huffington Post Media Group—one of the fastest growing media companies in the world—celebrated as one of the world’s most influential women, and gracing the covers of magazines, she was, by any traditional measure, extraordinarily successful. Yet as she found herself going from brain MRI to CAT scan to echocardiogram, to find out if there was any underlying medical problem beyond exhaustion, she wondered is this really what success feels like?

As more and more people are coming to realize, there is far more to living a truly successful life than just earning a bigger salary and capturing a corner office. Our relentless pursuit of the two traditional metrics of success—money and power—has led to an epidemic of burnout and stress-related illnesses, and an erosion in the quality of our relationships, family life, and, ironically, our careers. In being connected to the world 24/7, we’re losing our connection to what truly matters. Our current definition of success is, as *Thrive* shows, literally killing us. We need a new way forward.

In this deeply personal book, Arianna talks candidly about her own challenges with managing time and prioritizing the demands of a career and raising two daughters—of juggling business deadlines and family crises, a harried dance that led to her collapse and to her “aha moment.” Drawing on the latest groundbreaking research and scientific findings in the fields of psychology, sports, sleep, and physiology that show the profound and transformative effects of meditation, mindfulness, unplugging, and giving, Arianna shows us the way to a revolution in our culture, our thinking, our workplace, and our lives.” (Excerpted from Amazon.com)

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## **So, You Want to Talk About Race**

**Dates:** Every other Monday (2/3, 2/17, 3/2, 3/16, 4/6)

**Facilitators:** Riva Brown and Christy Horpedahl

**Tracks:** Diversity and Inclusion

“In this New York Times bestseller, Ijeoma Oluo offers a hard-hitting but user-friendly examination of race in America. Widespread reporting on aspects of white supremacy—from police brutality to the mass incarceration of Black Americans—has put a media spotlight on racism in our society. Still, it is a difficult subject to talk about. How do you tell your roommate her jokes are racist? Why did your sister-in-law take umbrage when you asked to touch her hair—and how do you make it right? How do you explain white privilege to your white, privileged friend?”

In *So You Want to Talk About Race*, Ijeoma Oluo guides readers of all races through subjects ranging from intersectionality and affirmative action to “model minorities” in an attempt to make the seemingly impossible possible: honest conversations about race and racism, and how they infect almost every aspect of American life.” (Excerpted from Amazon.com)

## Conferences

### **Adjunct Academy**

**Date:** Tuesday, January 7, 2020

**Time:** 5:00 p.m. - 9:00 p.m.

**Location:** McCastlain Hall Fireplace Room

Adjunct Academy is similar to New Faculty Orientation but is a shortened version designed to meet the unique needs of new part-time/adjunct faculty.