

USM Kirwan Center for Academic Innovation

Spring 2025 SoTL Showcase

A Celebration of Teaching and Learning at USM Institutions

Thursday, May 22, 2025, and Friday, May 23, 2025

(In person Workshops on Thursday morning at Towson University and Virtual Showcase on Friday morning; see schedule, below)

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CALL FOR PROPOSALS: FRIDAY VIRTUAL SESSIONS

Proposals Due by 11:59 p.m. on Friday, February 21, 2025. Submit your proposal [here](#).

The Kirwan Center for Academic Innovation invites faculty across the University System of Maryland (USM) to participate in a spring 2025 showcase celebrating the Scholarship of Teaching and Learning (SoTL). This system-wide event will provide a platform to share research findings and innovative teaching practices. This event is an extension of the Kirwan Center's Elkins Scholarship of Teaching and Learning (SoTL) Fellows Program that has been ongoing since 2023.

We invite faculty, individually or with colleagues, to learn more about SoTL research and showcase your scholarship of teaching and learning research at this system-wide event. We encourage submissions that explore a wide range of SoTL topics, including but not limited to:

- **Experiential Learning:** Studies examining the impact of lab courses, performing and fine arts, project-based learning, community-based learning, high-impact practices, and blended learning modalities on student learning outcomes.
- **Research on Teaching and Learning:** Surveys, interviews, and case studies investigating teaching practices, student engagement, and the impact of pedagogical approaches on student success.
- **Faculty Development:** Research exploring the effectiveness of professional development programs in enhancing teaching and learning.
- **Assessment of Higher Education Programs:** Case studies or research that assesses higher education programs that are new or recently modified.

Accepted proposals will be scheduled as part of the Concurrent Panel sessions, held virtually on Friday, May 23, 2025. The panel sessions are well suited for completed or in-progress projects and should highlight key aspects of your project. Participants are limited to 15 minutes each, with a brief Q&A period at the end of the session. Panels will consist of three to four presentations on a common theme, as determined by the conference planning committee. Please anonymize the proposal text by removing references to proposal authors or institutions to allow for anonymous review.

Proposals should include an abstract (150-word limit) that will be shared in the final program and that includes enough description to help participants determine whether and how your

session will benefit them. Proposals should also include a session description (500-word limit) that provide more information for session reviewers about your SoTL study, including design, rationale, methodology, and findings. It will not be included in the program.

A panel of reviewers will review each proposal using the following rubric:

Criterion	Outstanding	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Interest to a General Audience	Proposal masterfully connects the topic to universal teaching and learning challenges, demonstrating significance and relevance across disciplines.	Proposal effectively demonstrates how the approach or findings can be valuable and adaptable across teaching contexts and disciplines.	Proposal adequately explains the work's relevance beyond its specific discipline.	Proposal's broader relevance is unclear, with minimal connections made o general teaching principles.	Proposal remains too specialized or technical, failing to demonstrate any meaningful relevance beyond its specific context.
Clarity in Describing Findings	Findings are clearly and comprehensively described.	Findings are clearly described with minor gaps.	Findings are adequately described but lack detail.	Findings are minimally described and confusing.	Findings are not described or unclear.
Context and Grounding in Literature	Context is detailed and deeply grounded in extensive and relevant literature.	Context is clear and well-grounded in relevant literature.	Context is provided with some relevant literature cited.	Context is vague, and literature is weak or irrelevant.	Context is missing, and no literature is cited.
Clarity of Methodology	Methodology is clear, detailed, and well-rationalized.	Methodology is clear with minor gaps in detail or rationale.	Methodology is adequately explained but lacks detail or rationale.	Methodology is poorly explained with significant gaps.	Methodology is absent or entirely unclear.
Adaptability Across Disciplines	Strong and explicit evidence of adaptability across multiple settings.	Clear evidence of adaptability across other settings.	Some evidence of how findings could be adapted elsewhere.	Minimal consideration of adaptability beyond the discipline.	No evidence of adaptability beyond the discipline.
Overall Clarity and Articulation of Proposal	Proposal is exceptionally clear, concise, and well-articulated.	Proposal is well-written with only minor issues.	Proposal is adequately written but with minor issues in articulation.	Proposal is difficult to understand with frequent errors.	Proposal is poorly written and confusing.

Participatory Workshops:

We encourage all presenters to take part in the participatory workshops held in person at Towson University on Thursday, May 22, 2025. We will host an introductory workshop for faculty new to SoTL research and an advanced research workshop for faculty who are well-versed in SoTL work.

As you plan, feel free to reach out to conference hosts at cai@usmd.edu if you have questions about the Call for Proposals or the technology tools that you might wish to employ in your proposed session.

TENTATIVE SCHEDULE

Thursday, May 22, 2025 In Person at Towson University	
9:00-9:30 am	Welcome and Light Breakfast
9:30-12:00 pm	Concurrent Workshops Introduction to SoTL Research. Led by Kelly Elkins and Team Or Advanced SoTL Research, Led by Allison Cook-Sather
12:00-12:10 pm	Transition
12:10-1:00 pm	Lunch

Friday, May 23, 2025 Virtual	
9:00-9:15 am	Welcome
9:15-10:00 am	Concurrent Panels
10:00-10:10 am	Break
10:10-10:55 am	Concurrent Panels
11:00 am-11:45 am	Concurrent Panels
11:45 am-12:00 pm	Break
12:00-1:00 pm	Closing plenary: "From Subjects of Study to Partners in Practice: The Role of Students in SoTL" Allison Cook-Sather

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