

Rachel Haber
Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature



Date 1/31/22

I. Personal Information

I.A. UID

Haber, Rachel, Elise

2181L LeFrak Hall
Department of Geographical Sciences
University of Maryland
College Park, MD 20742

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301-405-9149

I.B. Academic Appointments at UMD

- **2020 – Present:** Senior Lecturer and Assistant Academic Director, Department of Geographical Sciences
- **2014 – 2020:** Lecturer and Assistant Academic Director, Department of Geographical Sciences
- **2012 – 2014:** Adjunct Instructor, Department of Geographical Sciences
- **2012 – 2014:** Graduate Research Assistant, National Socio-Environmental Synthesis Center (SESYNC)
- **2011 – 2012:** Senior Undergraduate Advisor, Department of Geographical Sciences
- **2010 – 2011:** Undergraduate Advisor, Department of Geographical Sciences
- **2009 – 2012:** Teaching Assistant, Department of Geographical Sciences

I.C. Other Employment

- **2013 – 2016:** Adjunct Lecturer, Department of History, Philosophy, Religion, and Sociology, Gallaudet University

I.D. Educational Background

- **2014:** Ph.D. Geographical Sciences, University of Maryland

- **2008:** B.S. Geography (minor in Geographic Information Systems), University of Maryland

I.E. Continuing Education

2014:

- Online Education: More Than MOOCs (Inside Higher Education Webinar)
- Experiential Learning Inside and Outside the Classroom (UMD, TLTC)
- ULTP Course Evaluation; Active learning in larger classes with Dr. Melissa Hayes Gehrke (ASTR220) (UMD, TLTC)
- Adapting Your Syllabus for Online Teaching (UMD, LTI)
- Planning for a Blended Course: Getting Started (UMD, LTI)
- Adobe Connect, Beyond the Basics (UMD, LTI)
- Planning to Flip your Course: Getting Started (UMD, LTI)
- MOOCs: Exploring Learning in Open Courses (UMD, OLC)
- Teaching Socio-Environmental Synthesis with Case Studies (SESYNC)
- Science of Team Science Workshops (SESYNC)

2015:

- Chesapeake Project Workshop (UMD Office of Sustainability)
- BYODevice Seminar (UMD, TLTC)

2016:

- Faculty and Debate Workshop (Oral Communication Center, UMD COMM)
- Learning Technologies Institute Course Design and tools Workshops (UMD, LTI and DIT)
- Why Won't They Talk? Recipes for an Active Classroom Climate (UMD, TLTC)
- Becoming an Ally: Strategies for Responding to Bias (UMD, TLTC)
- Peer Review: Helping Students learn from each other (UMD, TLTC)
- Teaching backwards: learning outcomes and course design (UMD, TLTC)
- Creating Effective Assessments (UMD, OLC)

2017:

- Evidence based: 4 research findings that every instructor should know about (UMD, TLTC)
- Best Practices for Teaching in a Web-based Learning Environment (AAG)
- 101 active learning techniques you can try tomorrow (UMD, TLTC)
- Teaching with technology; using online tools to support group work (UMD, TLTC)
- Classroom climate: a great place to learn (UMD, TLTC)
- Disability inclusion in the classroom (UMD, TLTC)
- Academic Freedom and Free Speech: Rights and Responsibilities in Higher Ed (UMD OFA)
- Introducing the TERP Classroom – 6 round and tiered (UMD, LTI)

2018:

- How to Design Meaningful Mid-Semester Evaluations (UMD, TLTC)
- How Customizing Content using Digital Tools Can Make Education Student Focused: A Northern Alberta Institute of Technology Case Study (Inside Higher Education Webinar)

2019:

- Teaching Climate Change (Critical Geographies Education, Cultural and Political Ecology, and Climate Specialty Groups, AAG)
- Challenges to Teaching World Regional Geography in One Semester (AAG)
- Beyond Holistic Admissions: Diversifying Pipelines into and after Graduate Study (Graduate School)

2020:

- Getting Metacognitive: Teaching Students How to Learn (TLTC)
- Professional Track Faculty Mentor Training Workshop Series (BSOS)
- Distance Learning and Diversity Workshop (TLTC)
- Empathy and Equity in Remote Instruction (TLTC)
- New Accessibility: Students With Disabilities and Access to Technology Seminar (Inside Higher Ed)
- The impact of Covid-19 on undergraduate teaching and learning (AAG)
- Mental Health First Aid Training for Higher Education (Mental Health Association of Maryland)
- In Their Own Words: Being a Learner During the Pandemic (Inside Higher Ed)
- Flexible by Design (I-Series Workshop)
- Building your UMD Career and Community (Office of Faculty Affairs)
- Increasing Engagement Asynchronously (TLTC)
- Facilitate an Engaging Session with Zoom (TLTC)

2021

- Academic Integrity and Online Assignments (TLTC)
- Questioning Assumptions in Teaching and Learning (Association for Undergraduate Education at Research Universities)
- Reframing the Faculty Role at Research Universities (Association for Undergraduate Education at Research Universities)
- Leading Strategic Change in Undergraduate Education (Association for Undergraduate Education at Research Universities)
- Metacognition Learning Community (TLTC)

2022

- Helping Students in Distress (Counseling Center UMD)
- TerrapinStrong faculty onboarding (UMD)

I.F. Professional Certifications, Licenses, and Memberships

- Association of American Geographers
- National Council for Geographic Education

II. Research, Scholarly, Creative and/or Professional Activities

II.A. Chapters

II.A.1. Books:

- Berndtson, R. and M. Geores. (2014). The Jewish farming movement: A bottom-up approach to ecological and social sustainability. In *The changing world religion map*. Ed. S. Brunn.

II.B. Refereed Journals

II.B.1. Refereed Journal Articles

- Berndtson, R. and L. Makanyama. (2018). "Online Learning for Geography Undergraduates: Student Perceptions and Motivations." *The Geography Teacher* 15:4, 145-155.
- Smith, M.A., Chen, Y., Berndtson, R., Burson, K., and W. Griffin. (2017). "Office Hours are Kind of Weird": Reclaiming a Resource to Foster Student-Faculty Interaction. *Insight: A Journal of Scholarly Teaching* (12): 14-29.
- Gaches, W., S. Cohen, M. Austin-Smith, R. Berndtson, K. Burson, M. Camper, and Y. Chen. (2014). Starting the Conversation: An Exploratory Study of Factors That Influence Student Office Hour Use. *College Teaching*.

II.B.2. Invited Reviews of Journal Articles

- 2022: *The Geography Teacher*
- 2017: *Religions, MDPI*
- 2016: *Religions, MDPI*

II.C. Published Conference Proceedings

II.C.1. Refereed Conference Proceedings

- **2019**. Association of American Geographers Conference. Paper presentation: Viticultural Landscapes and Ecosystem Services: A Case of Georgia.
- **2016**. Association of American Geographers Conference Paper presentation: Student motivations and perceptions surrounding online education: An exploratory study.
- **2013**. National Council for Geographic Education Conference Paper presentation: An evaluation of the role and success of online education in undergraduate courses.
- **2013**. Lilly Conference on College and University Teaching Paper presentation: Come right in: What students want from office hours.
- **2013**. Association of American Geographers Conference Paper presentation: Sustainable agriculture in the Jewish community: a Baltimore, Maryland case study.
- **2013**. Association of American Geographers Conference Paper presentation: Integration of careers into degree requirements.

- **2012.** Association of American Geographers Conference Paper presentation: University of Maryland Department of Geography's Mid Atlantic Assessments from 2005 – 2010.
- **2012.** Association of American Geographers Conference Paper presentation: The Jewish farming movement takes root in Baltimore, Maryland.
- **2010.** Association of American Geographers Conference Paper presentation: Jewish CSAs: sustaining ethnicity, sustaining earth.

II.D. Conferences, Workshops, and Talks

II.D.1. Invited Talks

- **2015.** Beijing Normal University Department of Geography Presentation: Sustainable Agriculture in the Jewish Community: A Baltimore, Maryland Case Study.

II.D.2. Refereed Presentations

- **2019.** Association of American Geographers Conference. Paper presentation: Viticultural Landscapes and Ecosystem Services: A Case of Georgia.
- **2016.** Association of American Geographers Conference Paper presentation: Student motivations and perceptions surrounding online education: An exploratory study.
- **2013.** National Council for Geographic Education Conference Paper presentation: An evaluation of the role and success of online education in undergraduate courses.
- **2013.** Lilly Conference on College and University Teaching Paper presentation: Come right in: What students want from office hours.
- **2013.** Association of American Geographers Conference Paper presentation: Sustainable agriculture in the Jewish community: a Baltimore, Maryland case study.
- **2013.** Association of American Geographers Conference Paper presentation: Integration of careers into degree requirements.
- **2012.** Association of American Geographers Conference Paper presentation: University of Maryland Department of Geography's Mid Atlantic Assessments from 2005 – 2010.
- **2012.** Association of American Geographers Conference Paper presentation: The Jewish farming movement takes root in Baltimore, Maryland.

- **2010.** Association of American Geographers Conference Paper presentation: Jewish CSAs: sustaining ethnicity, sustaining earth.

II.D.3. Refereed Posters

- **2013.** University of Maryland Innovations in Teaching and Learning Conference Poster presentation: My door is open: An examination of student-faculty interactions during office hours (Co presenter with 9 other University of Maryland Lilly Graduate Fellows).
- **2009.** Association of American Geographers Conference Poster presentation: Shoreline erosion in the Outer Banks, North Carolina, and the resulting political ecology.

II.D.4. Refereed Panels

- **2017.** Association of American Geographers Conference. Panel: Teaching and Advising – Careers in Geography.
- **2016.** Association of American Geographers Conference Panel: Enhancing students' employability through internship and work-based learning.
- **2013.** Applied Geography Conference Panel: Beyond the Ivory Tower: Applied Careers for Geographers.
- **2013.** Association of American Geographers Conference Panel: Integrating career preparation into geography programs and curricula.

II.D.5. Non-Refereed Presentations

- **2018.** America Georgia Business Council. Panel: Wine, Politics, and Society in Historical Perspective.
- **2013.** University of Maryland Graduate Student Interaction Day Conference Paper presentation: The Door is open: Office hours that students want to attend (Co presenter with 9 other University of Maryland Lilly Graduate Fellows).

II.E. Centers for Research, Scholarship, and Creative Activities

II.E.1. Symposia Organized (*through center*)

- **2013 – 2014:** Graduate Student Research Program, National Socio-Environmental Synthesis Center (SESYNC). Workshop and research program through which natural and social science graduate students learn best practices for interdisciplinary team science, and carry out independent research projects at the Center. Duties: program development, participant recruitment; workshop facilitation, planning, management; and evaluation.
- **2012 – 2013:** Graduate Scholars Program, National Socio-Environmental Synthesis Center (SESYNC). Workshop and online social networking program through which natural and social science graduate students identify and refine socio-environmental topics that are ripe for synthesis. Duties: program development; participant recruitment; workshop facilitation, planning, management; and evaluation.

II.F. Entrepreneurial, Technology Transfer, and Public Engagement Activities

- **2014 - 2015:** GIS Day organizer and coordinator with UMD GEOG professors and area high school students
- **2010 – 2013:** Maryland Day GEOG table and trivia organizer

II.G. Other Research / Scholarship / Creative Activities

- **2019 – Present:** UMD Department of Geographical Sciences Student Faculty Interaction Predictors and Outcomes. PI: Dr. Rachel Berndtson.
- **2014 – 2018:** UMD Department of Geographical Sciences Online Teaching Program Student motivations for and perceptions of online courses. PI: Dr. Rachel Berndtson.
- **2012 – 2013:** UMD Lilly Graduate Fellowship. Students' perceptions of office hours, both in-person and virtual. PI: Dr. Spencer Benson.
- **2012 – 2013:** National Socio-Environmental Synthesis Center Graduate Scholars Program. The products and processes of SESYNC thematic development amongst graduate social and natural science graduate students. PI: Dr. Jonathan Kramer.
- **2009 – 2010:** UMD Department of Geographical Sciences Research Assistantship. Cultural sustainability and place-making amongst Somali immigrants in Lewiston, ME. PI: Dr. Martha Geores.

II.H. Research Fellowships, Prizes and Awards

- **2012 – 2013.** University of Maryland Program for Society and the Environment Fellowship.
- **2012 – 2013.** University of Maryland Center for Teaching Excellence Graduate Lilly Fellowship.
- **2012 – 2013.** University of Maryland Department of Geographical Sciences Human Geography Field Work Fellowship.
- **2009 – 2011.** University of Maryland Department of Geographical Sciences Graduate Fellowship.

III. **Teaching, Extension, Mentoring, and Advising**

III.A. **Courses Taught**

Include courses taught in the last five years. Indicate approximate enrollments and any unusual formats.

2015:

- Summer GEOG212 Human Geography Lab: 18 students
- Summer GEOG330 (online) Society and Sustainability: 79 students
- Fall GEOG110 (freshman connection) World Regional Geography: 44 students
- Fall GEOG330 Society and Sustainability: 143 students

2016:

- Summer GEOG330 (online) Society and Sustainability: 70 students
- Fall GEOG110 (freshman connection) World Regional Geography: 33 students
- Fall GEOG330 Society and Sustainability: 147 students
- Winter GEOG330 (online) Society and Sustainability: 47 students

2017:

- Summer GEOG330 (online) Society and Sustainability: 62 students
- Fall GEOG110 (freshman connection) World Regional Geography: 32 students
- Fall GEOG330 Society and Sustainability: 144 students
- Winter GEOG330 (online) Society and Sustainability: 48 students

2018:

- Summer GEOG330 (study abroad Beijing, China) Society and Sustainability: 10 students
- Summer GEOG330 (online) Society and Sustainability: 56 students
- Fall GEOG110 (freshman connection) World Regional Geography: 40 students
- Fall GEOG330 Society and Sustainability: 150 students
- Winter GEOG330 (online) Society and Sustainability: 47 students

2019:

- Summer Earth Science via Office of International and Executive Programs (OIEP) BSOS for Northwest University (China) students: 29
- Summer GEOG330 (online) Society and Sustainability: 35 students

- Fall GEOG110 (freshman connection) World Regional Geography: 36 students
- Fall GEOG330 Society and Sustainability: 150 students

2020:

- Winter GEOG330 (online) Society and Sustainability:
- Summer GEOG110 (online) World Regional Geography:
- Fall (online) Society and Sustainability:
- Fall (online) World Regional Geography:

2021:

- Summer GEOG110 (online) World Regional Geography:
- Fall GEOG330 Society and Sustainability:
- Fall GEO110 World Regional Geography:

2022

- Winter GEOG110 (online) World Regional Geography:

III.B. Teaching Innovations

III.B.1. Education Abroad Established

- **2018:** Summer GEOG330 (study abroad Beijing, China) Society and Sustainability.

Offered as a way for GEOG majors to earn departmental credit while studying abroad, and as a way to expand I-Series offerings through the Education Abroad office. The course focused on intersections of society and sustainability in the unique landscape of Beijing, China. Students studied a series of Chinese case studies towards balancing the country's desire to develop economically and socially while maintaining a pro-environmental future. The course was suited for students interested in international development, global resource flows and globalization, environmental sustainability, and urban planning. Students networked with sustainability professionals in Beijing, and broadened their understanding of the term sustainability by learning alongside Beijing Normal University students.

III.B.2. Instructional Workshops and Seminars Established

- **2015 – Present:** GEOG Teaching Assistant Orientation Session: Annual training for incoming and returning TAs. Includes a review of University, Graduate School, and Departmental policies and procedures for interaction with students, instructors, and fellow TAs
- **2010 – 2015:** Undergraduate Research Symposium: Annual event through which undergraduate researchers present project outcomes and receive faculty feedback and evaluation. Undergrads trained on best practices for academic posters and presentations.

III.B.3. Course or Curriculum Development

Course Development:

- GEOG110: World Regional Geography (online and in person sections)
- GEOG202: Human Geography (online)
- GEOG212: Human Geography lab
- GEOG330: Society and Sustainability (online and in person sections)
- GEOG398T: Sustainability and the City: Washington, DC's Green Landscape

Curriculum Development:

- **2019 – present:** In coordination with the Associate Chair, Undergraduate Director, and faculty committees, drafting course sequencing, requirements, and General Education proposals for new Computational Earth System Science concentration.
- **2014 – present:** Served on GEOG's Graduate Committee to evaluate and discuss changes to the MS and Ph.D. curricula.

- **2014 – 2016:** In coordination with the Associate Chair, revised GEOG's undergraduate, MS, and Ph.D. curricula to right-size the number and topic of courses to the current number and expertise of the tenured and tenure track faculty.
- **2010 – 2015:** Served on GEOG's Undergraduate Committee to evaluate and discuss changes to the BS curriculum.
- **2014:** In coordination with Graduate and Undergraduate Directors, developed GEOG's new combined BS/MS program and curriculum.
- **2010 – 2013:** In coordination with Undergraduate Director, transitioned GEOG courses from CORE to General Education curricula for undergraduate program.

III.C. Advising: Research or Clinical

This refers to students whose projects the faculty has supervised as adviser, committee chair, or committee member (indicate role). The name of student, academic year(s) involved, and the name of institution if other than UMD should be indicated, as well as placement of the student(s), if the project is completed. List completed work first.

III.C.1. Undergraduate

GEOG Honors Program Advisees as Faculty Mentor:

- **2014:** Honors advisor for Valarie Austin's research on *"Geography of a Public School: Use of Place in the Success of Multi-tiered Systems."*
- **2015:** Honors advisor for Brady Woods' research on *"Predictive Route Analysis for Terrorist and Transnational Criminal Organizations (TCOs) at a Global, Multi-modal Scale."*
- **2015:** Honors advisor for Colleen Shipley and Vincent Bergamo's research on *"I'm Just Here So I Won't Lose Points:" Assessing the Use of Online Teaching in GEOG211."*
- **2016:** Honors advisor for Alycia Roberson's research on *"Enhancing Teaching Assistant Development at the University of Maryland – A Guidebook."*
- **2017:** Honors advisor for Madeline Guy's research on *"Impact of Technical Note Taking on Academic Performance."*
- **2020:** Independent studies advisor for Ariel Golightly on *"Best Practices towards Student-Faculty Interaction via Office Hour"*

III.D. Mentorship

III.D.1. Other

- **2012-Present:** Association of American Geographer's Career Mentor and Resume Workshop Mentor

- **2013-2015:** Mentor and Founder, UMD GEOG Graduate Student Mentorship Initiative
- **2012-2013:** UMD Hillel Jewish Terp Mentor

III.E. Advising: Other than Directed Research

III.E.1. Undergraduate

- **2014 – 2019:** UMD GEOG Honors Director
- **2014 – 2016:** UMD GEOG Faculty Advisor (approximately 12 students/semester) for GEOG BS students
- **2010 – 2012:** Undergraduate Academic Advisor for UMD GEOG BS students and GIS Minors

III.E.2. Master's

- **2014 – Present:** MS coordinator and academic program advisor (approximately 4 students/year)

III.E.3. Doctoral

- **2014 – Present:** Ph.D. coordinator and academic program advisor (approximately 60 students/year)

III.E.4. Other Advising Activities

(Include advising student groups, special assignments, recruiting, etc.)

- **2017 – Present:** Faculty advisor for UMD GEOG Graduate Student Organization

III.F. Professional and Extension Education

III.F.1. Workshops

- **2018 – Present:** UMD GEOG Graduate Student Health and Wellness Series. Organized a series of mental health and wellness workshops for graduate students and faculty, including:
 - Sarah Wilson (Stress and Mental Wellness Coordinator UMD UHC) on Stress Management for Graduate Students (April 2019)
 - Dr. Noah Collins (Counselor UMD Counseling Center) on At Risk and In Distress Student Training for Faculty (August 2019)
 - Wags for Wellness and Final Exams Relaxation Techniques (December 2019)
 - Olivia Mays (Graduate Student Mental Health Advisor UMD UHC) on Wellness and Mental Health for Graduate Students (March 2020)
 - Tom Rugeiri (Faculty Staff Assistance Program UMD UHC) on Managing Stress and Anxiety during the Covid-19 pandemic (September 2020)
 - Tomm Rugeiri (Faculty Staff Assistance Program UMD UHC) on Returning to Work – Managing Covid Stress and Anxiety

III.F.2. Guest Lectures (*Presented in traditional classes or for someone else's program*)

- **2015-2017:** UMD Academic Sports Achievement Program (ASAP) Guest Lecturer (Host: Dr. Ronald Luna)
- **2015:** Beijing Normal University Geography Guest Lecturer (Host: Dr. Shunlin Liang)
- **2013:** UMD GEOG Guest Lecturer in GEOG130, Developing Countries (Host: Dr. Ronald Luna)
- **2012:** UMD GEOG Guest Lecturer in GEOG130, Developing Countries (Host: Dr. Ronald Luna)

III.G. Contribution to Learning Outcomes Assessment

- **2015 – 2017:** BSOS Course Proposal and Curriculum Faculty Reviewer
- **2014 – 2017:** UMD GEOG Graduate Outcome Assessment coordinator. Collected, tallied, and produced GEOG's GOA reports for Graduate Director's review.
- **2010 – 2017:** UMD GEOG Departmental Reviewer for course VPACs. Help faculty form and finalize learning outcomes for new and modified courses for VPACs. Worked particularly on General Education learning outcomes.
- **2010 – 2013:** UMD GEOG Undergraduate Course Outcome Assessment coordinator. Collected, tallied and produced GEOG's Undergraduate Course Outcomes Assessment reports for Undergraduate Director's review.

III.H. Teaching Awards

- **2020:** UMD Graduate School's Outstanding Coordinator of Graduate Studies (CGS) Award
- **2016:** UMD Men's Soccer Most Valuable Professor Award
- **2015:** UMD GEOG Graduate Student Appreciation Award

IV. Service and Outreach

IV.A. Committees, Professional & Campus Service

IV.A.1. Campus Service – Department

- **2019 – Present:** Departmental Advisory Committee
- **2019 – 2020:** Human Dimensions of Global Change Faculty Search Committee
- **2017 – Present:** Faculty advisor for Graduate Student Organization
- **2014 – Present:** Graduate Committee
- **2010 – 2015:** Undergraduate Committee
- **2010 - 2013:** Maryland Day Coordinator
- **2009 – 2013:** Geography Club Grad Student Representative

IV.A.2. Campus Service – College

- **2020 – Present:** TLTC Faculty Liaison
- **2020 – Present:** PTK Faculty Volunteer for OFA's Activity Insight Program
- **2015 – 2017:** BSOS Course Proposal and Curriculum Faculty Reviewer
- **2015:** BSOS College Scholarships Board Reviewer

IV.B. Community & Other Service

- **2019 – Present:** We are Family Senior Outreach Network Volunteer
- **2014 – 2016:** Common Good City Farm Volunteer
- **2010 – 2014:** Kayam (Pearlstone) Farm Volunteer