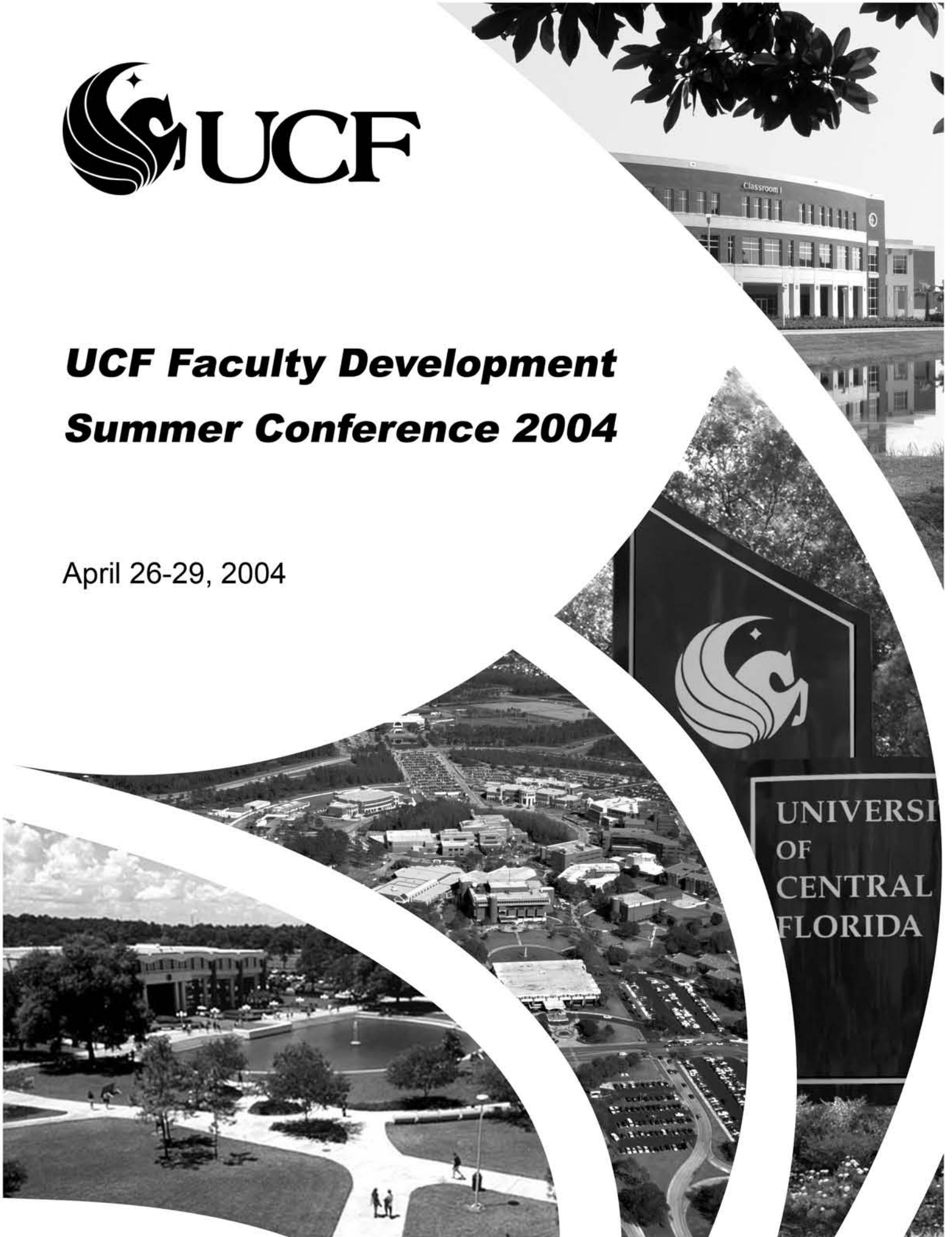




***UCF Faculty Development
Summer Conference 2004***

April 26-29, 2004





Academic Affairs

April 26, 2004

Welcome to the 2004 UCF Faculty Development Conference. The conference speakers and workshop facilitators will provide you with information and support as you develop your curricular materials. The new course and programmatic innovations you develop will enhance student learning and research at UCF. I look forward to seeing and discussing your projects with you at the conference reception.

Provost Terry L. Hickey

P.O. Box 160065 • Orlando, FL 32816-0065 • 407-823-2302 • Fax: 407-823-5407
www.provost.ucf.edu

An Equal Opportunity and Affirmative Action Institution

UNIVERSITY
OF
CENTRAL
FLORIDA



Plenary Bios



Kerrissa Heffernan is the Associate Director of the Swearer Center for Public Service at Brown University. Previously she was a Senior Associate in Integrating Service with Academic Study at National Campus Compact and the Arnow-Weiler professor of liberal arts at Lasell College. She is the co-editor of *The Practice of Change: Concepts and Models for Service-Learning in Women's Studies*, co-editor of *The Introduction to Service-learning Toolkit: Readings and Resources for Faculty* and author of *The Fundamentals of Course Construction*.

Plenary Session – Wednesday, April 28, 2004, 9:15-10:15 a.m., CL1-104

The Big Picture: Locating Community Work within Institutional Culture

An informal “lessons from the road” that addresses what pedagogical issues faculty are struggling with at different institutions and how community work is defined by institutional history and institutional culture.



Bob Smallwood joined the staff at Texas State University-San Marcos in 1992 as Associate Vice President for Academic Affairs. His primary responsibility is to coordinate assessment initiatives within the Division of Academic Affairs with special emphasis on student learning outcomes. Bob completed his Ph.D. in Experimental Psychology from Texas Christian University in 1974. Before coming to Texas State University-San Marcos, Bob held numerous leadership positions over a 17-year period at Northeastern State University in Oklahoma. While there he served as Chair of the Division of Natural Science & Mathematics, Dean of Student Affairs, and Assistant Vice President for Academic Affairs. Prior to

assuming his first administrative position, Bob was president-elect of the NSU Faculty Senate.

Plenary Session – Monday, April 26, 2004, 8:45-9:45 a.m., CL1-104

Linking Faculty Perceptions to Outcomes from the National Survey of Student Engagement (NSSE) To Prioritize Improvement Initiatives

Hundreds of colleges and universities, including UCF, are using the National Survey of Student Engagement (NSSE) to measure the extent to which students engage in educational practices known to be associated with student learning and development. An overview of the survey instrument will be presented, how outcomes are typically shared within the university community, and how faculty perceptions of student engagement are being used on some campuses to not only facilitate the interpretation of findings but also prioritize areas for needed improvements.

Plenary Bios



H. Stephen Straight (BA, U Michigan; MA & PhD, U Chicago) is Professor of Anthropology and of Linguistics and Associate Vice President for Academic Affairs and Vice Provost for Undergraduate Education, at Binghamton University-SUNY, which has recently been chosen as one of five campuses to be profiled in this year's Internationalizing the Campus publication by NAFSA: Association of International Educators. Having done field work among the Maya of Yucatan and taught for a year as a Fulbright senior lecturer in Bucharest, Romania, Straight is a strong advocate of education abroad, while his academic specializations make him an equally strong advocate of the ubiquitous presence of multiple cultural and linguistic perspectives in the university curriculum as well as in its research and service activities.

Plenary Session – Wednesday, April 28, 2004, 8:00-9:00 a.m., CL1-104

Award Winning Strategies for Internationalizing the Curriculum

This presentation will address successful strategies to foster international and interdisciplinary scholarship. Dr. Straight will share his experiences and expertise in order to illustrate the benefits of bringing international, interdisciplinary perspectives into university-level pedagogy, regardless of discipline and course level.



Hazel Symonette is Senior Policy and Planning Analyst at the University of Wisconsin-Madison, Wisconsin. She has recently been elected to the national Board of Directors of the American Evaluation Association (AEA). She has served the past 3 years as co-chair of the AEA's Building Diversity Initiative and of the Minority (now Multi-Ethnic) Issues in Evaluation Topical Interest group. Her approach stresses participant-centered evaluation strategies that inform and connect to all phases of the program and policy life cycle. It models inclusive ways of attending to socio-culturally diverse voices and experiences in order to create authentically inclusive and vibrantly responsive processes, practices and communities. Hazel's contributions extend well beyond the university; she is recognized locally, nationally and internationally through her work with community organizations and participation on national and international committees.

Plenary Session – Tuesday, April 27, 2004, 8:00-9:00 a.m., CL1-104

Keeping Our Eyes on the Prize:

Mainstreaming Assessment as a Diversity Grounded Pathway to Excellence

Excellence and diversity are intimately intertwined. Excellence is the prize and diversity is a necessary prerequisite for its attainment. Unleashing the potent powers of assessment cultivates and sustains excellence when we resourcefully work it for the greater good of those we seek to serve. Assessment and evaluative judgments are inextricably bound up with culture and context; as a result, diversity must be engaged as an essential component. Excellence demands that we "know the prize" from multiple vantage points so that we can keep our eyes on it. The ultimate prize resides in students who receive our services or products by way of our projected outcome and vision of success. Assessment for excellence is a vibrantly responsive process that informs and improves. In addition, proves to be a valuable resource for creation of relevant knowledge and continuous development toward excellence in addition to accountability compliance.

Agenda

Monday, April 26, 2004

- 7:45-8:15** **Registration**
Outside of CL1-104
- 8:15-8:30** **Welcome by President Hitt**
CL1-104
- 8:30-8:45** **Announcements**
Alison Morrison-Shetlar, Faculty Center for Teaching and Learning
CL1-104
- 8:45-9:45** **Plenary Session - *Linking Faculty Perceptions to Outcomes from the National Survey of Student Engagement (NSSE) To Prioritize Improvement Initiatives***
Bob Smallwood, Texas State University - San Marcos
CL1-104
- 10:00-11:00** **Session 1**
- Option 1:** Guess Who's Coming To College...And What Can You Do About It?
Pates; CL1-205
 - Option 2:** Identifying Actions to Facilitate Specific Student Engagement Practices
Smallwood; CL1-320
 - Option 3:** Resources and Strategies for Course Internationalization
Cardec, Bersia, Kijek; CL1-218
- 11:15-12:15** **Session 2**
- Option 1:** Guess Who's Coming To College...And What Can You Do About It?
Pates; CL1-205
 - Option 2:** How Do We Teach Them?
Morrison-Shetlar; CL1-320
 - Option 3:** Cultural Etiquette: Preparing Students and Faculty to Connect in the
Community
McCloud and Underberg; CL1-218
- 12:15-1:30** **Lunch**
- 1:30-4:30** **Work in Teams/Specialized Sessions by Track – Check With Track Agenda**
- SoTL & Diversity Tracks: Research Project Showcase – (3:00-4:30); CL1-320
 - SoTL Track: What is SoTL? (1:30-2:30); CL1-121
 - Intl & Diversity Tracks: How Culture Affects Learning (1:30-2:30); CL1-205
 - Diversity Track: CL1-320
 - International Track: CL1-205
 - Latin American Studies Track: CL1-218
 - Interdisciplinary Track: CL1-207 Conference Room
 - Service-Learning Track: CL1-220

Agenda

Tuesday, April 27, 2004

- 8:00-9:00** **Plenary Session - Keeping Our Eyes on the Prize: Mainstreaming Assessment As A Diversity Grounded Pathway to Excellence**
 Hazel Symonette, University of Wisconsin-Madison
 CL1-104
- 9:15-10:15** **Session 3**
- Option 1:** Measuring Levels of Student Engagement Within a Specific Class
 Smallwood; CL1-307
 - Option 2:** Developing and Diversifying a Syllabus
 Fine; CL1-308
 - Option 3:** Understanding Power and Privilege in the Classroom - Part 1
 Tallen; CL1-309
 - Option 4:** Fulbright Scholar Opportunities
 Melendez; CL1-219
- 10:30-11:30** **Session 4**
- Option 1:** How Do We Teach Them?
 Morrison-Shetlar; CL1-307
 - Option 2:** Course and Curriculum Development
 Kaplan; CL1-308
 - Option 3:** Understanding Power and Privilege in the Classroom - Part 2
 Tallen; CL1-309
 - Option 4:** Working and Communicating with Diverse People
 Suleman; CL1-219
- 11:30-12:30** **Lunch**
- 12:30-3:00** **Work in Teams/Specialized Sessions by Track – Check With Track Agenda**
- Diversity Track: Assessment-Symonette; CL1-219
 - International Track: CL1-205
 - Latin American Studies Track: CL1-308
 - Interdisciplinary Track: CL1-207 Conference Room
 - Service-Learning Track: CL1-220
 - SoTL/Pedagogy Track: CL1-307
- 3:00 – 4:30** **Dramatic Solutions** - Live On-Site, Interactive Theater designed to promote a positive, productive and inclusive environment. Today's session features multigenerational and other diversity issues that impact relations within the university community. This session is facilitated by Michael Freeman.
 CL1-104

Agenda

Wednesday, April 28, 2004

- 8:00-9:00** **Plenary Session - Award Winning Strategies for Internationalizing the Curriculum**
Stephen Straight
CL1-104
- 9:15-10:15** **Plenary Session - The Big Picture: Locating Service-Learning within the Institutional Culture**
Kerrissa Heffernan
CL1-104
- 10:30-11:30** **Session 5**
- Option 1:** Developing and Diversifying a Syllabus
Fine; CL1-308
 - Option 2:** Developing a Research Project
Vaidy; CL1-307
 - Option 3:** Language and Culture
Straight; CL1-309
- 11:30-12:30** **Lunch**
- 12:30-4:30** **Work in Teams/Specialized Sessions by Track – Check With Track Agenda**
- Diversity Track: Assessment-Symonette CL1-219
 - International Track: CL1-205
 - Latin American Studies Track: CL1-308
 - Interdisciplinary Track: CL1-207 Conference Room
 - Service-Learning Track: CL1-220
 - SoTL/Pedagogy Track: CL1-307

Agenda

Thursday, April 29, 2004

- 8:00-9:00 Session 6**
- Option 1:** Course and Curriculum Development
Kaplan; CL1-309
 - Option 2:** Developing a Research Project
Vaidy; CL1-308
 - Option 3:** Interactive Teaching Strategies
Morrison-Shetlar; CL1-307
 - Option 4** Study Abroad
Cardec; CL1-205
- 9:15-10:15 Session 7**
- Option 1:** International and Interdisciplinary Teaching Strategies
Faculty Panel; CL1-308
 - Option 2:** Robust Ways to Integrate Reflection
Bowdon and Scott; CL1-307
 - Option 3:** Effective Publishing and Bibliographic Management
Scharf; CL1-205
 - Option 4:** Resources for Teaching and Research
Garland-Aguilar; CL1-202
- 10:30-11:30 Session 8**
- Option 1:** Interactive Teaching Strategies
Morrison-Shetlar; CL1-307
 - Option 2:** International Agreements
Cardec and Hellerich; CL1-308
 - Option 3:** Electronic Resources for Research in the Discipline
Scharf; CL1-205
 - Option 4:** Resources for Teaching and Research
Garland-Aguilar; CL1-202
- 11:30-12:30 Lunch**
- 12:30-3:00 Work in Teams/Specialized Sessions by Track – Check With Track Agenda**
- Diversity Track: CL1-219
 - International Track: CL1-205
 - Latin American Studies Track: CL1-308
 - Interdisciplinary Track: CL1-207 Conference Room
 - Service-Learning Track: CL1-220
 - SoTL/Pedagogy Track: CL1-307
- 3:00 – 4:30 Project Showcase & Reception**
- Reception Speaker: Provost Terry L. Hickey
Participants will display their materials developed during the conference and will have the opportunity to share their ideas and see what other groups have accomplished.

Session Descriptions

Course and Curriculum Development

Jeff Kaplan, College of Education

Dr. Kaplan will describe his own research in the self-study of his teacher education practices. Particular emphasis will be on reflective journaling, autobiographical writing, and personal essaying to illuminate truths about one's teaching.

Cultural Etiquette: Preparing Students and Faculty to Connect in the Community

Rebekah McCloud, Diversity Initiatives and Natalie Underberg, School of Film & Digital Media

This session provides tips and strategies to build relationships with ethnically and racially diverse communities that facilitate successful partnerships.

Developing and Diversifying your Syllabus

Terri Fine, Department of Political Science

This workshop explains the diversity course requirement at UCF as well as the process of securing certification for courses as diversity courses. Syllabus construction will be highlighted.

Developing a Research Project

Pallavoor "Vaidy" Vaidyanathan, Office of Research

This session will show you how to find resources, develop a research program, and identify the funding agencies that will support your research project. Learn about COS, the OOR support and many other resources available to you.

Effective Publishing and Bibliographic Management

Meg Scharf, UCF Library

This session is an exploration of new outlets for your scholarly pedagogical publications, and an overview of bibliographic management software. This software (EndNote, ProCite and Reference Manager) will manage your research & literature reviews; create properly formatted citations, bibliographies & footnotes in a snap.

Electronic Resources for Research in the Discipline

Meg Scharf, UCF Library

An overview of the UCF Library's electronic resources: databases, journals, reference and e-books for the support of research.

Fulbright Scholars Opportunities

Kelley Melendez, Office of International Studies

The Fulbright Scholar Program offers faculty and professionals numerous opportunities for lecturing, research or a combination of the two during the 2005-2006 academic year in 140 countries and all regions of the world. Awards range from two months to an academic year. This workshop will provide information, eligibility requirements, and application criteria and forms.

Guess Who's Coming To College...And What Can You Do About It?

Patricia Pates, Department of Academic Development and Retention

An interactive workshop that examines the demographics of incoming UCF students, explores the challenges that faculty face as they teach the "new American college student," and develops dynamic solutions for teaching and learning in today's college classroom.

How Do We Teach Them?

Alison Morrison-Shetlar, Faculty Center for Teaching & Learning

In this session participants will continue the discussion of who our students are and talk about how to engage students in learning. Tips and tricks will be demonstrated, and the participants will be actively involved in solutions in how to effectively teach the students in our classes.

Session Descriptions

Identifying Actions to Facilitate Specific Student Engagement Practices

Bob Smallwood, Texas State University - San Marcos

Once decisions have been made concerning what educational practices to enhance from the examination of NSSE outcomes, the next major task is to decide what actions to take to enhance the selected engagement activity. Two brief, hands-on exercises will be conducted to illustrate an approach to generate ideas to enhance student engagement. Several specific ideas will be described that have been successful in facilitating student engagement.

Interactive Teaching Strategies

Alison Morrison-Shetlar, Faculty Center for Teaching & Learning

Participants will experience creative classroom techniques that might be used in any sized class. By being actively involved, faculty will be able to determine the value of the methods from the student and faculty perspective.

Interdisciplinary and International Teaching Strategies

Faculty Panel

What teaching strategies work best in interdisciplinary, international or interdisciplinary/international courses? Learn more in this discussion of teaching methods, challenges and opportunities facing faculty teaching in these areas.

International Agreements

Angel Cardec, Office of International Studies and Natasha Hellerich, Office of General Counsel

This session will look at the process of developing international agreements that comply with UCF policies as well as State and Federal regulations. Representatives from the offices of the General Council, Research, and International Studies will facilitate the discussion and provide materials that can be used as templates for initial discussions with potential partners.

Language and Culture

Stephen Straight, Binghamton University-SUNY

This session will present the promises, problems and prospects of incorporating language and culture in diverse disciplinary perspectives.

Measuring Levels of Student Engagement within a Specific Class

Bob Smallwood, Texas State University - San Marcos

On the National Survey of Student Engagement (NSSE) students are asked how often they have engaged in numerous activities and practices in all of their classes during the school year. Even though institutional outcomes can be disaggregated to the department level, it is difficult to identify in what classes students are most engaged or least engaged. Preliminary results will be shared from the pilot administration of a student engagement questionnaire designed to capture levels of engagement within a particular class. The approach also permits one to more directly assess the relationship between engagement and student achievement.

Resources and Strategies for Course Internationalization

Angel Cardec, Office of International Studies, John Bersia, Global Perspectives and Jean Kijek, Eastern European Linkage Institute

A panel of faculty members from different fields will discuss strategies and resources that can be used to add an international dimension to existing courses and the development of new internationalized courses.

Session Descriptions

Resources for Teaching and Research

Margie Garland-Aguilar, Office of Instructional Resources

In this session the Office of Instructional Resources (OIR) will demonstrate the myriad of resources that they have available to all teaching faculty on campus. Come and learn how to digitize video, make effective PowerPoint presentations, etc.

Robust Ways to Integrate Reflection

Melody Bowdon, English and Blake Scott, English

This session will provide suggestions for faculty members interested in incorporating more rigorous reflection into service-learning courses. We will focus on moving from self reflection to social deliberation, working reflection into assignments throughout the course, making reflection assignments action-oriented, and using new technologies to encourage interactive reflection on service-learning.

Study Abroad

Angel Cardec, Office of International Studies

This session focuses on developing a successful study abroad program that is academically strong, financially feasible, and enjoyable for students.

Understanding Power and Privilege in the Classroom - Part 1

Bette Tallen, Diversity Initiatives

This is an expanded workshop that spans two sessions. It goes beyond simply reading and writing about diversity. It uses experiential activities to expand our awareness of diversity and the dynamics of power and privilege in the classroom.

Understanding Power and Privilege in the Classroom - Part 2

Bette Tallen, Diversity Initiatives

This is an expanded workshop that spans two sessions. It goes beyond simply reading and writing about diversity. It uses experiential activities to expand our awareness of diversity and the dynamics of power and privilege in the classroom.

Working and Communicating with Diverse People

Saleha Suleman, International Services Center

This workshop will focus on how to interact with students, staff and faculty who are culturally different from us. The discussion will include how culture impacts different ways of thinking, learning and interaction. It will encompass gender, linguistic diversity and power issues across cultures as well as how to become more culturally sensitive faculty member in a diverse classroom as well in a diverse working environment.

Notes

Notes

Sponsored by:

Diversity Initiatives

Interdisciplinary Initiatives

Office of International Studies

Karen L. Smith Faculty Center for Teaching and Learning

Latin American & Caribbean Studies

Office of Undergraduate Studies/Service Learning

Special Thanks to:

Office of Instructional Resources

UCF Library