Contains articles by:

- Elizabeth Dooley
- Ann Miller
- Suzy Jardaneh
- Gregg Buckingham
- Kathleen Hohenleitner
- Rani Vajravelu
- Vicki Lavendol
- Jim Clark, Aimee deNoyelles, and John Raible
- Nancy Swenson and Shelly Wyatt
- Sarah Norris
- Boyd Lindsley
- Lauryn De George
- Don Merritt
- Julie Donnelly
- Adam Meyer
- Nick Shrubsole
- Esmerelda Duarte
- Lily Flick
- Amy Gregory
- Cynthia Mejia
- Laurie Pinkert

Listserv

Sign up to receive our monthly e-mail newsletter. Please visit the Faculty Center website for instructions.

Welcome to the 2018-2019 Academic Year!
Elizabeth Dooley

Dr. Elizabeth A. Dooley serves as Interim Provost, Vice Provost for Teaching and Learning, Dean of the College of Undergraduate Studies, and Professor of Child, Family and Community Services. Focused on UCF's undergraduate students, she leads several units that provide students with access to signature academic experiences, as well as the Interdisciplinary Studies degree program.

Dear Colleagues,

It is an exciting time to be at UCF. We launched two new colleges—Health Professions and Sciences and Community Innovation and Education. At the same time, we created the Nicholson School of Communication and Media, an interdisciplinary, inter-college school. In the year ahead, we will complete construction of the first phase of our downtown campus. These are just a few examples of how we are reimagining higher education and meaningfully impacting Central Florida and the lives of the people who call it home.

As faculty members, you are critical to UCF's ability to become a preeminent university in our Sunshine State. Florida's emerging preeminence and preeminence programs provide a pathway for state universities to gain national prominence for excellence, value, and student success.

By reaching various measures for excellence, UCF has attained emerging preeminence status, which formally establishes UCF as a top-tier Florida university.

By meeting other key metrics for preeminence, such as 4-year-graduate rate, student retention rate and total research expenditures, UCF will gain prestige and increased funding to further enhance UCF's Collective Impact Strategic Plan goals.

As scholars, you create and share knowledge that pushes boundaries and shifts paradigms to unleash massive potential to change the world. I'm delighted to welcome more than 100 new faculty members to UCF this fall. They will bring perspectives and expertise that will strengthen our dedication to excellence in teaching, learning, research, service, and community engagement.

Our university values diverse viewpoints. We know that our culture of inclusivity and belief in the power of diversity makes us stronger, and is essential to our ability to fulfill our access mission. Faculty members are the foundation of our educational ecosystem. It is critical that you reflect the diversity of our students and communities. This requires us to attract diverse professors, instructors and staff and provide everyone with professional advancement opportunities.

As you receive recognition for your research and grants, please keep in mind that our students also need to be successful. Share your knowledge in the classroom and allow them to work with you in your labs. Provide them with the knowledge and experiences that will enable them to succeed academically and professionally.

Another way that we can influence student success is by helping to make education affordable for our students. One way we can do this is by adopting course materials well in advance of the beginning of each semester. This is also a State of Florida mandate. Universities must post lists of required and recommended textbooks and instructional materials for at least 95% of all course sections at least

45 days before the start of classes for each term. The submission deadline for Spring 2019 is November 17. To learn more, please visit the Textbook Affordability page (<undergrad.ucf.edu/dtl/for-faculty/textbook-adoption>).

I am looking forward to the year ahead. UCF will continue to invest in areas that will strengthen our community, foster an environment that enables our students and faculty to pursue their passions, and position UCF to become a national role for teaching, learning, and research.

Welcome back to campus. Together, we'll make it an outstanding year!

Welcome Back!
Ann Miller

Ann Miller is Interim Director of the Faculty Center for Teaching and Learning and an Associate Professor in the Nicholson School of Communication. Her research interests include the impact of faculty communicative style on student outcomes, and health and risk communication. Dr. Miller joined the UCF faculty in 2008.

On behalf of the Faculty Center team, I'm delighted to welcome our faculty colleagues to the 2018-2019 academic year! It's a time of enormous growth and change at UCF, and much of it is centered on new teaching and learning initiatives. At the Faculty Center, we're in the middle of it all. We're just coming off a summer in which we hosted our annual summer faculty development conference that focused on course redesign, two Teaching and Learning Day events in which we took a deep dive into course design principles, and collaboration on the Division of Digital Learning's new "Course Redesign Initiative," to support faculty transforming courses into digital or adaptive learning modalities.

We're especially excited about the commitment UCF has made to providing faculty with the resources to employ active learning in their classes. Research tells us that students learn and retain the most when classes make them think for themselves, struggle through to achieve learning objectives, collaborate with others, engage emotionally, and reflect on their own learning processes. Facilities to support that kind of teaching are multiplying on main campus, and incoming President Dale Whittaker has committed to enabling innovation and active learning at the new downtown campus when it opens in August 2019.

In Spring 2019 the Faculty Center will be opening our active learning spaces "Sandbox" in Classroom Building 1 room 220. This is an experimental space where we'll be partnering with interested faculty, and the Office of Instruction Resources, to test resources and technologies for scale-up to the rest of UCF. If you'd like to be a pioneer in that space, be sure to sign up for our Teaching in Active Learning Spaces Course Innovation Project in Fall 2018. Don Merritt's article in this issue describes more about what active learning spaces are, and some of the renovation that's happening in classrooms across campus. Other articles in this issue of *Faculty Focus that* dig further into active learning include Julie Donnelly's article about active learning spaces and articles by a number of faculty members about active learning tools they have successfully applied in their own classes.

We've got other major changes happening at the Faculty Center this fall. Anna Turner, who has been an instructional specialist with us for five years, is moving to the University of Colorado at Boulder to pursue doctoral studies. Anna has helped hundreds of faculty members over the years through thoughtful program design and individual consultations. She will be sorely missed by all of us, but we wish her well in this exciting new endeavor.

In the meantime, we're delighted to have welcomed two postdoctoral researchers to our team over the summer: Julie Donnelly and Landon Berry. With a doctorate in chemistry and an M.A. in Applied Learning and Instruction, Julie's specific research and program expertise is in active learning in the STEM disciplines. She's taking the lead in shaping our evidence-based training for use of new active learning spaces on campus.

Landon comes to us with a strong background in Writing Across the Curriculum and years of experience in integrating writing into faculty pedagogy. Having just obtained his doctorate in Texts and Technology, Landon will be developing programming in that area. He will also be taking the lead on our Student Consultants on Teaching initiative, in which faculty can request trained students to come into their classes and conduct systematic observation from a student's perspective.
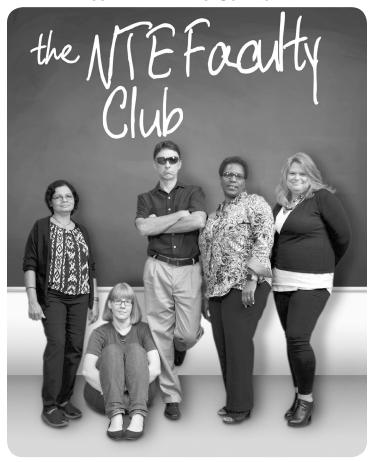
We hope you'll join us for a range of faculty-oriented opportunities including the following (see details on our website and in our list serve):

- Course Innovation Project: Teaching in Active Learning Spaces
- Course Innovation Project: Active Learning Strategies for Classes of Different Sizes and Modalities
- Course Innovation Project: WAC Methods for Implementing Student Peer Review

- Friday Teaching & Learning Days about Interactive Teaching Strategies; Faculty Safety and Security Issues; and Role Plays and Inquiry Based Teaching
- Scholarship of Teaching and Learning Day
- Book Clubs on *Minds on Fire* and *A Guide to Teaching in the Active Learning Classroom: History, Research, and Practice*

Finally, we're always here for individual faculty members. Call us or meet with us about any teaching issues or questions. We'll get down in the trenches with you and work through whatever your vision, dream, or challenge is. We're looking forward to a great Fall 2018 semester!

SPECIAL SECTION: NON-TENURE EARNING FACULTY LEARNING COMMUNITY

Who are We?

We are one of the leadership groups that was formed through the Faculty Excellence Non-Tenure Earning (NTE) Learning Communities sponsored by the Division of Faculty Excellence in the 2017–2018 year. During our first meeting, we developed our goals: to showcase the exemplary work of NTE faculty to the larger UCF community; to iden-

tify opportunities for NTE faculty to serve throughout the university in positions of leadership; and to more clearly articulate who we are since our job title only tells people what we are "not"...non-tenure earning. The exemplary work of the NTE faculty featured in this *Faculty Focus* edition clearly exemplify that we are so much more than "non-tenure earning."

So, who are the non-tenure earning faculty at UCF? In the simplest terms, we are instructors, lecturers, librarians, and instructional designers. However, what we found while putting this *Faculty Focus* edition together is that each of us is a teacher... and a curriculum designer... and a researcher… a mentor... a grant writer... an administrator... and a fellow colleague.

Sincerely yours, the NTE Faculty Learning Community:

- Aimee deNoyelles, Associate Instructional Designer, Center for Distributed Learning
- Stephanie Krick, Associate Lecturer, Department of Public Administration
- Caroline Pratt Marrett, Associate Lecturer, School of Teacher Education
- Peter Telep, Associate Instructor, Department of English
- Rani Vajravelu, Associate Lecturer, Department of Biology

Foreword
Christa Diercksen

Christa Diercksen is Associate Lecturer in the Department of Biology, who joined the UCF faculty in 2012. She received her B.S. degree in Zoology from Duke University and her Ph.D. in Marine Biology from Boston University. She has worked as the coordinator for non-tenure earning faculty programming for Faculty Excellence for the past two years and was a GEP Fellow for the past year working to revise UCF's general education program.

This section of the *Faculty Focus* may seem on the surface to be a random collection of articles on various topics of interest to faculty. Upon closer inspection, however, you will discover that all of the faculty authors in this section are from the non-tenure earning (NTE) component of UCF's faculty, consisting of full time instructors, lecturers, instructional designers, librarians, and more. While these individuals perform their expected duties within the university, such as teaching or assisting faculty in their online course designs, many are simultaneously involved in initiatives beyond their primary

roles. For the past two years, I have had the privilege of working with many of these outstanding individuals during my time at Faculty Excellence serving as a coordinator for NTE faculty programming. While the efforts of the FCTL are successful in providing training for the teaching roles of all faculty, I realized after being at UCF for a few years that there were few opportunities for faculty development programming that specifically target the over 500 NTE faculty members for other aspects of their faculty roles. Upon this realization, I worked with Faculty Excellence to develop the Instructor Lecturer Excellence Program (ILEP), which ran during the 2016–2017 academic year. This was the first programming of its kind at UCF that was offered to all full-time teaching faculty across all departments, colleges, and campuses. Over 100 faculty members participated throughout the year in attending monthly sessions on topics such as Title IX awareness, campus safety, promotion pathways, and more. Faculty members were exposed to leaders and staff from across campus and made valuable connections with faculty outside of their own departmental worlds. Based on feedback on the ILEP program, we developed improved novel programming for the 2017–2018 academic year titled the Non-Tenure Earning Learning Communities. Within the program, faculty members were partnered with 3–4 other members who shared a common interest in expanding their roles in areas of *leadership*, *research,* or *community outreach*. Groups met based on their own schedules to collaborate on planning ways that they could improve in these areas. One such group in the Leadership track, consisting of Aimee deNoyelles (CDL), Peter Telep (English), Rani Vajravelu (Biology), Caroline Pratt Marrett (School of Teacher Education) and Stephanie Krick (Public Administration) had the idea to assemble the stories highlighted in this *Faculty Focus*. These stories demonstrate how the NTE community at UCF makes significant and valuable contributions to the university's strategic plan and creates high-impact learning experiences for our students. They also showcase the remarkable contributions that our NTE faculty make to the greater Orlando community.

Please take some time to meet some of these outstanding NTE faculty members and read about the exemplary work they are doing in diverse areas, which include increasing student access to affordable course materials, developing new programs to assist students in finding jobs post-graduation, aiding faculty in online teaching and much, much more. The NTE faculty community at UCF consists of many talented, creative, skilled and remarkable individuals who are committed to utilizing their expertise in the classroom and beyond to contribute to UCF's mission to provide the best education in Florida!

Classroom to Workshop: A Collaborative Database of Career-Readiness Course Materials
Susan Jardaneh

Susan Jardaneh is Associate Lecturer in the English Department in the College of Humanities. Over the years, Susan has used various creative projects in her classes, especially the use of digital stories and e-Portfolios. Susan has also developed online courses for UCF's Interdisciplinary Studies program that focused on research, experiential learning, and multimedia technologies.

Here at UCF when there is a challenge or initiative, our faculty meets it head-on. As a result of UCF's Strategic Plan as well as the QEP What's Next initiative, faculty have met the challenges head-on, especially in creating more opportunities for students to be better prepared as they prepare for post-graduation. In every Course Innovation Project (CIP), there is a need for a resource database for not only sharing information but assignments, activities, and assessments.

The Classroom to Workplace (C2W) initiative is a QEP-funded project that is a collaborative database of career-readiness course materials. This is a collection from faculty of assignments, assessments, discussions, and other classroom materials and strategies connecting academic learning objectives to the National Association of Colleges and Employers (NACE) professional competencies. According to NACE, some of the top attributes employers look for in college graduates are the ability to work in groups/teams, leadership, communication (written and oral), problem-solving skills, and a strong work ethic. We would argue that while most faculty create curricula that foster the development of these attributes, these objectives do not often fall explicitly on syllabi. Moreover, the rationale behind assessments does not always help students connect their classroom experiences to the real world and their future careers.

The necessity of this kind of database is predicated on the contrasts of UCF's culture of integrative learning in relation to the university's characteristic that make creating innovative activities difficult. UCF is a large university with very large classes. Courses offered in different modalities, and assignments that translate well in one modality, may not translate to others. There is also a diverse student population with a diverse range of technology skills. These characteristics can make it difficult for faculty to create innovative activities and rubrics that help students connect classroom experiences to the real world and their future careers. Moreover, faculty find it problematic to create innovative activities and rubrics ap-

propriate for their class's level of expertise and experiences. This database will foster a culture of integrative learning for faculty as they connect, engage, and collaborate with these assignments, which are then transferred in a transparent way to students as they connect, engage and collaborate with the assignments.

The Classroom to Workplace database provides assignments, activities, student instructions, and sample rubrics for UCF faculty and from UCF faculty across disciplines that can be implemented in instructors' courses. The activities will also include suggestions about course level, such as whether the course is a GEP course, required for the major, elective for the major, etc., so faculty can easily choose options that are most appropriate for their courses' learning objectives. In the Spring 2018 semester a cohort of UCF faculty came together to create the Classroom to Workplace database. The cohort created C2W the UCF Library's Stars database, which is an internal (UCF) database that handles a variety of formats and even provides analytics about document interactions. The database is currently ready for users to create an account and search for assignments, activities, assessments, etc. Additionally, the database provides guidance and information from the assignments' authors about the objective of each assignment, how to implement the assignment, and how to assess the assignment. The database's focus is on integrative assignments that often instructors may not know how to implement. Assignments that call for group work, service-learning, role-playing, e-Portfolio, digital stories, reflection, and peer review are just a sample of the content. The database is online and will grow in the number of assignments, and will also include revision and feedback to assignments by faculty who have adapted them.

During the cohort, participants developed their own assignments to contribute to the C2W database. For instance, Amy Darty from History is sharing an assignment that leverages the UCF Materia widgets or other online products such as Adobe Spark, in which students create deliverables/peer sharing of research, or source analysis while providing a "hands on" approach to encountering sources online. This assignment focuses on the NACE competencies of initiative, digital literacy, and organizational skills. Peter Telep from English is contributing materials from his Writing for Video Games course that focus on group/team evaluations for an assignment in which student groups produce a game design document. At the end of this process, students then write their own video games and pitch their ideas to Florida Interactive Entertainment Academy. These assignments focus on such NACE competencies as working in groups/teams, problem-solving skills, and having a strong work ethic. Su-I Hou from Health Management and Informatics will contribute an assignment focusing on her "HIV Story Project" where students learn to develop an educational story to help other college students learn about HIV/

AIDS, encourage others to get HIV tested, and reduce risky behaviors. This assignment focuses on such NACE competencies as leadership, communication (written and oral) skills, and being detail-oriented. And Martha Hubertz from Psychology will contribute a photoblog assignment where students go into their communities to photograph and interview individuals in order to illustrate how the fundamental attribution error, the representativeness heuristic, and the use of stereotyping comes into play in how we perceive others. This assignment focuses on such NACE competencies as interpersonal skills, flexibility/adaptability, and oral communication skills.

The aim of the C2W database is to benefit faculty who might have difficulty in coming up with novel, high-impact activities and appropriate rubrics. It is also difficult to know, when using a new assignment for the first time, its success rate in different course modalities. This database will take some of the guesswork out of these decisions and make implementation easier and more likely. This project's purpose is to benefit students first and foremost. For every assignment they complete, they will see the connective thread of their work to their resume and to their future career. This will make that assignment and learning experience more valuable. The database will also work in providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy. It will also help establishing defined competencies as guidelines when educating and advising students and when identifying and assessing when hiring college graduates.

The C2W database is ready for your exploration. Users will create an account in order to log in. Currently, the database offers assignments for review and adaptation, and as the database grows, there will be more discourse about adapting the assignments. Typically in creating our assignments and activities, the focus is on the content objectives rather than explicit NACE competencies, but these competencies are often embedded within our assignments and activities. The C2W database offers faculty the ability to explicitly see how various NACE qualities are embedded within content-specific assignments and activities, generating ideas about revising and adapting those assignments. One of UCF's Strategic Plan commitments is to "deploy our distinctive assets to solve society's greatest challenges." This commitment is one that involves people working together to solve problems and leverage the strengths of our unique faculty to address issues. Our faculty have come together to address the necessity for student preparedness and success as they head into their careers and post-graduation goals. The C2W database gives faculty the opportunity to review and further participate in the collected effort dedicated to helping students achieve success.

To discover more about the C2W database and review the assignments summarized here, or to submit your own assignment, go to <http://stars.library.ucf.edu/c2w/>.

The Value of Integrative Learning in Public Administration
Gregg Buckingham

Gregg Buckingham is entering his third year as a lecturer in the College of Community Innovation and Education (CCIE). He regularly teaches a mix of undergraduate and graduate courses, both face-to-face and online, in the School of Public Administration. He comes to UCF following a full career in the federal government with NASA.

UCF's Collective Impact Plan contains five goals, one of which is to "Harness the power of scale to transform lives and livelihoods." As part of the Undergraduate Student Success section, one metric for this goal is that each student participates "in a positive, high impact student experience either on or off campus." UCF's *What's Next* initiative from the Division of Teaching and Learning defined a high impact experience (HIP) as either a service-learning experience, a research-intensive experience, or an integrative-learning experience. As a Lecturer in the School of Public Administration, I found the integrative-learning concept a great match for my courses.

The Association of American Colleges and Universities (AAC&U) developed "value rubrics" for the purpose of entertaining a conversation about student learning. They frame the idea of integrative-learning as "fostering students' abilities to integrate learning—across courses, over time, and between campus and community life." UCF's *What's Next* initiative translates that to helping students "***plan*** for their futures post-graduation…***connect*** their classroom knowledge and skills to real-world contexts and… to ***reflect*** on their experiences…to develop the ability to successfully advocate for themselves in their lives beyond the university." There is a strong emphasis on civic engagement.

That last point is why public administration is such a great match. The UCF School of Public Administration is "dedicated to advancing public service values and civic leadership in all programmatic areas." The competencies we teach include the ability to lead and manage in public governance, whether in government or the nonprofit sector, as well as the ability to articulate and apply a public service perspective.

As a Lecturer, one of the four courses I teach is PAD 3003, Public Administration in American Society. According to the catalog, it includes, "An examination of the basic environment, culture, and organization of public administration in the United States." Generally, it is the first course that exposes students to the discipline of public administration. Many students are testing the waters and are not certain of exactly what public administration is. As one student stated, "Coming into this class I can honestly say that I didn't know much about Public Administration."

The question arose, what assignments might be developed to address the AAC&U's idea of integrative-learning and help students connect their life experiences, academic classes, and extracurricular activities to their future as a public administrator? Two assignments developed to support this are discussed in this article, "Everyday Public Administration (PA)" and "My Public Administration (PA) Profession."

"Everyday PA" requires students to connect classroom concepts with the authentic, real-world around them to understand how public administration affects them in their daily lives. So, students are asked to snap pictures during their daily activities that they believe are public administration-related. The pictures are posted to a class discussion site and discussed the very first day of the course. Before any lecture or framework is provided, a facilitated discussion occurs to determine if we can categorize what is, and isn't, related to public administration and why. The deeper assignment involves identifying the public interest in the activity, which government might manage the effort, what taxes might pay for the effort, how citizens might comment on the activity, and how the activity might affect students, both today and in the future.

The second assignment, "My PA Profession," requires students to select a position that is now open in the public sector and develop a strategic plan to obtain that position. This includes a SWOT-like analysis of students' strengths and weaknesses, identifying stakeholders, and developing an action plan to compete for the position. Both of these assignments link classroom work with students' broader lives and the profession to help them prepare for life beyond UCF.

In order to share the results with other faculty, a protocol, survey, and informed consent were developed and approved through the Institutional Review Board (IRB). The IRB staff were excellent and helped guide me through the process. For this first go around, only a post-test at the end of class was utilized. Using a Likert scale, the survey inquired into students' perceptions of their progress.

Two face-to-face classes were surveyed in Fall 2017 and Spring 2018. There were a total of 95 students in both classes.

Seventy-four students responded to the survey for a return rate of 78%. No extra credit or other incentive was provided.

For the "Everyday PA" assignment, the assignment where students observe public administration efforts in their daily life, 85% of students strongly agreed or agreed that this assignment a) made them more aware of the impact of public administration in their daily life than before they took the class; b) helped them learn to distinguish between the public and private sector; and c) made what they were learning in class more relevant to their everyday life. There were other very positive scores in terms of understanding taxes, various levels of government, the role of the public administrator, and how citizens can get involved in government activities.

Similar positive results were reported for the "My PA Profession" assignment. The point of this exercise was for students to integrate their academic and extra-curricular activities and life experiences into a coherent plan for post-graduation public service. Over 82% agreed or strongly agreed this assignment indeed did help them reflect on these areas in identifying their skills and abilities. 78% stated the exercise helped them understand the value of ethics in the public administration profession. 86% of students stated they also developed a sense of the public service perspective in public administration. Finally, 85% of students stated the assignment helped them develop a foundation for a public administration career. And, they practiced the concept of strategic planning!

Qualitatively, I will include just a couple of student comments from the survey. One student stated, "I think you did a great job preparing your students for their future…Overall, I believe this class helped me tremendously." Another student stated, "The assignments given this semester were both informative and challenging. I found that the Everyday PA assignment was the most beneficial for learning more about the structure and process of the public sector."

The following student statement captures the big picture of the integrative learning goal: "The assignments were great at helping us bring the class to the real world." Instructors and lecturers play an important part in the success of UCF's students and achieving the goals of the University. We create assignments that lead students to plan, connect, and reflect on their life. And, for public administration, our values, ethics and professional principles align perfectly with integrative learning. Most of all, these innovative activities are described by students as high-impact, just the kind UCF is trying to accomplish through the Collective Impact Plan.

"What's Next for English Majors?"
Kathleen Hohenleitner

Kathy Hohenleitner is Associate Lecturer in the Department of English. After earning her doctoral degree from the University of Notre Dame, she has taught at UCF for the past 20 years. She teaches Irish and English Literature, Theories of Literature, and recently "What's Next for English Majors?"

Little is more annoying to an English major than that nosy relative at family parties who says, "You're an English major? I guess you intend to teach." Many UCF English majors do find teaching jobs upon graduation, but many more find other equally exciting ways to use the skills acquired while studying English.

After repeated meetings with graduates who were struggling on the job market, our department advisor, Dr. Pat Angley, asked me to create a class to help English majors articulate the skills they have and learn how to market them. We formed a team and applied for a QEP grant to begin preparing such a class. A larger team of faculty convened at the Summer Conference, and then the smaller QEP group continued the efforts to determine what skills our students needed to develop, what information they needed to know, and how to build a class that would help them professionalize.

Our first resources were on-campus sources: pioneers like Dr. Dan Murphree, who had built a history class like this already. He generously shared his approach, invited me into his class, and mentored me throughout the process. Through him, I found excellent resources already in place at Career Services to help students with professionalization. They have been immensely helpful throughout the process of building and teaching this class.

We created "What's Next for English Majors? Careers and Professionalization." First taught in Spring 2017, the class has now guided eighty students (3 sections) through marketing their communication and research skills, navigating the job market, professional and law school application, and self-advocacy. Inevitably, this would become a high-impact class because it required students to step outside the classroom and practice professionalism, to gather their data outside the organized ease of a library database, and to speak face-to-face with professionals about potential careers.

Rob Collazo, a current English major who took the class in Spring '17, got a student job at the Office of Pre-Health and Pre-Law Advising that semester. The office's Director, Dr.

Erin Myszkowski, spoke highly of Rob's ongoing work in consulting with students to improve their personal statements:

> The position requires [Rob] to edit both the content and grammar of personal statement drafts for Pre-Health and Pre-Law students preparing to apply to health professional schools and law schools. Rob reviewed 500+ personal statement drafts for Pre-Health and Pre-Law students.

Rob visited my class in a subsequent semester and, with Dr. Myszkowski, gave a wonderfully engaging presentation to the students about the possibility of law school for English majors, and how to apply. Rob is a great example of the impact this class has had. Not only is Rob developing his editing skills while still an undergraduate, he is also helping hundreds of his peers apply to medical and professional schools.

Ashley Ponce '17 applied for a position at Ernst and Young in her last semester at UCF, while taking the "What's Next?" class. By the time she graduated, she had a job offer in her hometown of Jacksonville. When I asked Ashley for a quote, she wrote,

> The "What's Next for English Majors?" class showed me how to best market the skills from my major for the job market and how to act and communicate professionally in the working world. . . [W]ith the class and encouragement from Dr. Hohenleitner, I was able to get a job as Financial Crimes Analyst prior to graduation, and I never thought my current job was an obtainable career path with my major.

Crystal Welch, the recruiter for Ernst and Young who hired Ashley, is aware of the "soft skills" that English majors can offer to a company like hers. She observed,

> As a firm, EY looks to recruit students from diverse educational backgrounds, such as English, for the purpose of creating teams that are able to solve complex problems using their different ways of thinking. The English students we have hired from UCF have become crucial members of our team. They do so by bringing their creative thinking and problem solving skills to the table along with analytical skills that have been used to solve some of our client's most complex problems.

We are grateful to recruiters like Crystal, who recognize the skills our students have. They give them the confidence and opportunity to transfer those skills to the professional world.

Probably the biggest impact the new class has on students is merely making them aware of these skills and encouraging them to market these skills. Career Services already has a system in place to advise students on the specifics of the job search, but this class aims to help students recognize their soft skills. The "elevator pitch" and the online portfolio enable students to promote these skills and to tell their own story. They link their blogs, their writing awards, even their fiction to the online portfolios to be able to share them with potential employers. They reflect on volunteer experiences, internships, extracurricular experiences, and on their own writing to present themselves as professionals ready to meet the challenges of the professional world. It's wonderful to review the portfolios at the end of the semester and see the diversity of experiences and skills UCF students exhibit.

Our next best resource was a group of our own alums who were eager to guest lecture to, advise, or mentor current students. Following Dr. Murphree's example, I created an Advisory Board for the class, a group of mentors that students could consult from a variety of careers available to English majors. In keeping with UCF's Collective Strategic Impact Plan to "create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation," this process brought the alums back into engagement with the UCF community they loved, and prepared current students for the professional world. It was a win-win. Some alums travelled significant distances to return to campus to guest lecture or be videoed for an online component of the class. The experts at CDL created wonderful short videos of these professionals answering questions current students had posed, such as "what do you wish you had known when you were a student?" Other alumni agreed to be interviewed about their jobs in person or via email. Still others advised students on their "elevator pitches," which they prepare to deliver should the opportunity to self-advocate arise.

Part of UCF's strategic initiative is to "innovate academic, operational, and financial models to transform higher education." UCF's efforts to encourage students to prepare for the professional world as soon as they begin their majors is a significant component of this goal. Courses like "What's Next?" make that possible. Dan Murphree's recent article about his professionalizing class in *Journal of American History*, "Professionalizing History Majors: A New Approach to Broadening the Perspectives of Undergraduates to their Post-graduate World" (Volume 104, Issue 4, 1 March 2018, Pages 972–982, <https://doi.org/10.1093/jahist/jax433>) illustrates the importance of this endeavor in other parts of the Humanities. If the influential *Journal of American History* thought this issue important enough to print an essay about, surely other Humanities disciplines will follow suit.

At UCF, outside the Humanities, Legal Studies, College of Health and Medicine, Public Administration, Criminal Justice, the Rosen School, and College of Business have similar

classes. I have collaborated with and learned from the instructors of those classes as well. Among the faculty working on these classes are Iryna Malendevych, Alicia Hawthorne, Lonny Butcher, Vicki Lavendol, Marc Consalo, Tamra Legron-Rodriguez, Peter Telep, Hansen Mansy, Ramarao Desiraju, Enrique Ortiz, Gregg Buckingham, and Dan Murphree, but these are only the ones I've met and collaborated with. Many more UCF faculty and staff helped with this, particularly the entire QEP office—too many to mention by name, but whose assistance was invaluable.

With faculty and alumni collaboration, we are building networks between current and former UCF English majors and the professional world. We are addressing career options as well as professional and graduate school application. The class is creating partnerships between the university and the community, motivating undergraduates to prepare to professionalize *before* they graduate, and transforming students' higher education experience into a more fluid path from classroom to professional world.

Beyond Lectures and Grades: Striving to Enrich the Educational Experience in Plant Science and More
Rani Vajravelu

Rani Vajravelu is Associate Lecturer in the Biology Department. She has eighteen years of teaching experience at UCF with demonstrated skills in Educational Technology, Curriculum Development, Public Speaking, and Assessment. Her creative and professional efforts to enrich student educational experience within and outside of UCF earned her several teaching awards and recognitions. She is the Faculty advisor for UCF student club *Holistic Healing*, and the author of the children's storybook *The Dog that Didn't Like Leftovers* that introduces the value of plants and nutrition to young readers.

I had an opportunity to serve in the Faculty Excellence Non-Tenure Earning (NTE) Communities this past academic year. Within our leadership team, we initiated the idea of highlighting the significant contributions of NTE faculty members that support university strategic plans. During this process, my team colleagues enlisted me to represent the science area through this article.

As a NTE faculty member, I teach a heavy load of courses. I taught nearly 5,000 students just during the last five years, primarily in face-face environments. However, what I have done to enrich the educational experience for our students, outside of my 95% teaching and 5% service commitments, is the core of this narrative.

Deploy our distinctive assets
Our Biology Department curriculum has remained animal-centric over the past several years. Recent curriculum changes initiated different track systems to foster the varying interests of biology students. One such track was for Plant Science. The existing courses in this track were sparse and incoherent which would hinder our goal of training highly competent, skilled plant science graduates. Obviously, the plant science curriculum needed a serious transformation to include integrative learning, research, writing, presentation skills, and field experience. We needed resources to help us achieve our goals that would in turn enrich the quality of our students' education. The time to utilize our distinct assets was imminent.

In early 2017, I gathered a plant science team to brainstorm our future steps, which eventually led to the submission of a proposal titled "Augmentation and Amplification of the New Plant Science Track in Biology through Integrative Learning Experiences" to UCF Quality Enhancement Program (QEP) for an Award of $10,000.

In less than a year from obtaining this grant, our three-member team (2 NTE + 1 tenure-earning faculty) has revitalized the track by creating new courses, streamlining the existing course schedule, and revising senior-level courses to integrate High Impact Practices (HIP). For example, the HIP goals employed in BOT 4303C Plant Kingdom (20 students) resulted in 50% of the class presenting their research in the Showcase of Undergraduate Research Excellence for the first time; 10% obtaining internships in Disney-EPCOT or elsewhere; and 15% working on publishing their research findings.

One of our team's goals is to increase enrollment to one hundred students within the next three years from a mere eighteen. Using the funds, we hired two student employees, a new GTA, and supervised the establishment of a new Registered Student Organization—the campus chapter of the Botanical Society of America. We created a new database of internships, scholarships, research and grant opportunities for students. We sent out a survey and collected data to find out student interests and needs. As a result, we are moving towards an improved plant science track as envisioned by our department curriculum committee. As of now, we have increased the number of courses from seven to fourteen to include service learning, research-intensive and skill-intensive courses along with a capstone.

Create partnerships at every level

In order to introduce our students to a variety of opportunities while they are in UCF and beyond their graduation, I came up with the idea of hosting a conference, *Plants Beyond Limits*, and started developing partnerships with the Arboretum, COS staff, Biology faculty and staff, alumni, and current students to form a conference committee. With the collective strength of this interdisciplinary team, our biology department executed the first-ever, in-campus plant conference during Fall 2017 that focused on the interests of our students, while attracting students from nearby institutions. Our own alumni from industries and county organizations eagerly conducted workshops, participated in career panels, and even delivered keynotes! More than two hundred participants including COS faculty, LIFE members, student organizations, retired professors and eminent botanists from across the nation participated. The majority of our undergraduates had a first-time experience attending an educational conference. A sample of comments below exemplify how much they enjoyed and learned from the experience.

> *"Honestly, I went into the conference not really knowing what to expect… I was pleasantly surprised… each lecture opened my eyes to how little I really knew about the plant life around me."*

> *"There was a wide variety of speakers, touching on many different topics and disciplines related to plants…I also had my perspective opened up when hearing about biotechnology, which will be beneficial to my future career."*

> *"I was on the conference planning committee… As someone who is knowledgeable about plants, I still feel I learned a great deal. I left the conference feeling excited and inspired by the information I had gained."*

The conference paved a new path for partnerships with regional as well as national botanical organizations. Fleet Farming—a non-profit program based in Orlando—is one such organization. Soon, we will be establishing service-learning aspects in our senior-level courses with the company that helps the environment and the community.

Another NTE colleague, Dr. Elizabeth Harris, has recently been collaborating with the Allergy and Immunology Department staff of Nemours Children's Hospital in Orlando. Dr. Harris hopes to encourage student involvement in an effort to create awareness among the hospital patients on common allergy-causing Central Florida weeds. This initiative could bring long-term partnership between the hospital and UCF.

Innovate academic models through assessment

Evaluation and improvement of academic programs through assessment process is one of the major goals of UCF. In my multi-year role as the Institutional Effectiveness (IE) coordinator for the GEP-Science Foundation, I am responsible for designing, conducting, and writing assessment plans and results for a non-major course, Biological Principles. Our two-member team (1 Post Doc + myself) implemented the proven strategies from each assessment cycle back to the course that we taught over the last four years. The assessment results showed a significant improvement in student-learning outcome for about 4,000 students so far. An unsolicited email from Dr. Marinara, Director of the Assessment Review Committee in 2013, reads, "… thank you for your excellent assessment of Biological Principles. I was very impressed with the changes you have made and how you have worked to improve the program. I know our students will benefit from your hard work."

Over these years, several of our assessment results ended up in "success story" reports compiled by the Operational Excellence and Assessment Support (OEAS) office in support of the university-wide goals.

Harness the power of scale through cost-effective course materials

BOT3802 Ethnobotany has remained as the only plant course that every Biology major was required to take until we revised our curriculum recently. For about eighteen years, this course satisfied two different goals: to teach the introductory botany contents as a prerequisite for botany courses, and to cover the cultural aspects of plants in human lives as an elective course. Textbooks from established publishers were too expensive and did not exactly align with the course objectives. In order to provide a cost-effective alternative to existing textbooks, I wrote my own textbook, *Ethnobotany: A Modern Perspective* (254 pages), with Kendall/Hunt Publishers. With this effort, over 2,300 students since 2013 have saved 40% to 60% of the cost of comparable textbooks.

Over the semesters, many students have openly shared their enthusiasm as shown below:

> *"I really enjoyed this textbook. It's rare to find a class with a textbook that matches the curriculum so perfectly."*

> *"Honestly one of my favorite college textbooks and one I will be hanging on to."*

> *"What I liked best was that the instructor wrote the textbook… it made studying a lot easier as all the relevant material was in the textbook."*

A peer-reviewed second edition of this textbook (284 pages) published this summer will save up to 50% for our future students due to the added eBook option and a free interactive website.

Similarly, around 1,600 non-major Biological Principles students over the last four years have benefitted from free online study guides that I wrote to replace the publisher-provided expensive study guides. Supplemental modules built upon free digital library resources are currently under development to benefit three other upper level botany courses that I routinely teach.

Attract and cultivate exceptional students

Providing a conducive environment that would help the students to realize their full potential as researchers, presenters, and writers is something I set out to do outside of my classroom instruction. Some of these exceptional students have represented UCF regionally and internationally and achieved distinction in many areas such as best presentations, various scholarships including Fulbright, travelling abroad for research, starting environmental initiatives, getting successfully employed, or moving on to higher studies. "The mentorship and advice I received… was integral to my success today" is one sample among many unsolicited comments that attest to UCF's goal of cultivating exceptional students.

Helping UCF achieve prominence

From assessment of our academic programs, quality enhancement through in-house grants, mentoring students to reach beyond their course work, publishing books, connecting community organizations to benefit our students, and representing UCF in international academia, NTE faculty members like me, and other colleagues who did not have a chance to write, gladly and proudly contribute to help our university achieve prominence.

HIP Practices and Alumni Transform Undergraduates at Rosen College of Hospitality Management
Vicki Lavendol

Vicki Lavendol is Associate Instructor at the Rosen College of Hospitality Management. Vicki has been teaching Hospitality: Strategic Management and Leadership, Communications, and Human Resources since joining the faculty in 2010. Vicki previously served as Director of Leadership & Training at Gaylord Palms Resort & Convention Center, Director of Human Resources at Charles Schwab & Company, and Human Resources Operations Manager at the Walt Disney Company.

My vision: As Associate Instructor (non-tenure earning faculty) at the University of Central Florida, I dedicate my full energies to teaching and transforming undergraduate students through high impact practices in my Hospitality Strategic Management and Leadership, Hospitality Communications, and Hospitality Human Resources classes at the Rosen College of Hospitality Management.

Come see us! If you have yet to visit our beautiful campus, please join me for a tour on a day you have time to drive across Orlando. Our innovative campus is designed to look like a resort environment where many of our students may work in their hospitality, event, restaurant, or entertainment management careers. Across campus you will see evidence of the partnerships with many of the best-known companies in these fields. Industry professionals actively support our students and help faculty to create high impact practices that have significant influence on student careers.

High Impact Interactions: Hotel executives from the Central Florida Hotel and Lodging Association bring their executive teams to our campus every week to host "office hours" for our students. General Managers, Food and Beverage Directors, Rooms Directors, Convention and Catering Directors, and Human Resources Directors, attend each week. I assign all students to interview at least one executive each term. For many, it is their first interaction with senior-level industry leaders, and is very impactful!

Cultivate Faculty: For several years, I have managed our monthly Teaching Colloquium at the Rosen College. This session is designed to strengthen our faculty in their teaching design, delivery, and assessment. Open to all full-time and adjunct faculty, as well as Ph.D. students, monthly sessions focus on diverse topics, presented alternately by our UCF colleagues and our faculty at Rosen College.

Cultivate Partnerships: Relationships with Rosen College alumni have been my focus in several ways. I serve as Faculty Liaison for the Rosen College Alumni Chapter. I also reach out to any successful Rosen College graduate that I learn about to invite them to speak in one of my classes. Most importantly, I maintain relationships with students who completed one, two, or three of the classes that I teach at the Rosen College. Those students are honored to come back to the college to speak to my classes. Students are greatly impacted by success stories from graduates who were literally in their seats just a few years earlier. The experience inspires current students; they can visualize their own success in industry.

Alumni Partnerships: What drives our alumni to find the time to come back to campus to speak to our students? Below are their responses to that question.

> *As a student, I valued hearing about less common paths that really inspired me to find the perfect fit within our vast industry. It was inspiring to hear about the different paths to success, and exciting that they all started from Rosen! A degree in hospitality management can take students towards success, in hospitality or outside of the industry. I can be a real life example; if they use the skills that you are teaching they can get any job they desire. My purpose drives me to do all that I can to hopefully inspire, motivate, encourage and challenge the next generation of leaders for our industry.*

Impact on students: How do our students respond to hearing from our successful young graduates? Below are their comments on the impact our alumni have on them when finishing upper level courses.

> *His interviewing stories and tips were so helpful. Their presentation enabled me to apply at their corporate offices. He described what he did to get promoted so fast and that was to do your job 120%. Taking risks and chances, and learning new things will create a career path for you. She showed me the true value of networking and having a mentor. Hospitality is everywhere; the skills we learn at work and at school are highly valued. I loved the speakers that came to class that were still super young and inspiring. I aspire to be able to work for my target company and come back to speak in the near future!*

The big picture: Finally, I focus on giving our students a much broader view of our industry. Many think hospitality careers are only in restaurants, theme parks, and hotels, but there is a world of opportunity that our students are prepared to lead. Each semester I have successful alumni working in those areas, but also in health care, city/county government roles, timeshare, entertainment, cruise lines, and funeral services!

Interviews, alumni guest speakers, and internships, oh my! Students in all classes that I teach are required to complete interviews (on different topics) with industry executives. Alumni guests speak in all classes I teach each semester also. All Rosen College students are required to complete three industry internships before graduation. Internships are certainly high impact practices as students "try on" roles and industries to seek the best fit. Rosen College has incredible industry relationships. We have more internships and volunteer opportunities than our 3,600 students can fill each semester. What a privilege, and what proof that location really is a key driver for success. Our college is literally down the street from the second largest convention center in the United States. Orlando is consistently number one in visitors each year, breaking all records with over 72 million visitors in 2017!

Setting a vision: There are several other high impact assignments in my Strategic Management and Leadership Capstone course. To help students set their own course with clear guidelines, they study vision, mission, and value statements of world leaders. They also observe how well their leaders at work demonstrate the company vision, mission, and values, if at all! It reinforces the impact of their actions as future leaders on those they lead. These two steps prepare them to write their own personal purpose statements. Having guiding principles will help them make decisions that align with their own personal value system. Some students share their vision and value statements with potential employers during their interview process before and after graduation from UCF.

Living case studies: The textbook I selected features hospitality case studies to complement every chapter. The book was published over a decade ago, which is perfect. Students (in teams) study the case at time of publication and are then required to bring the case up to date with strategy and organization changes, and reports on financial results. It gives students valuable perspective on how quickly the environment and consumer demands change expectations of hospitality companies. The greatest "aha" is that millennials will change this and every other industry, and they see that they are in the process of driving change right now.

So much data! In this capstone course, we introduce students to STR performance reporting used throughout the hotel industry; relevant also to meetings and conventions, events, and food and beverage. Student teams select a project where they research the data, tell the story that the data tells, and make recommendations to the stakeholders. At least one team each semester works with a local hospitality, event, restaurant, or entertainment company to complete a project during the semester. This is the first strategic work for many students, and it certainly pushes them outside of their comfort zone—which is where our alumni once again come to the rescue.

HIP Coaches: HIP (High-Impact Practice) Coaches are students or graduates who have successfully completed this course with me previously. They coach student teams (of 4) who are jointly responsible for updating the case study that they chose as well as the STR project they chose. The coach is available to meet with student teams, answer questions, and advise them how to be successful.

Interviewing skills: In Hospitality Communications, seniors participate in video interviews commonly utilized in the industry. We go into the college courtyard so students can rehearse their interviewing skills with a different partner for each question. This enables them to respond to the question themselves, as well as hear how a colleague would answer that question. For each question, they have a different interview partner, so they hear responses from 15 or more of their classmates.

Presentation and platform skills: Throughout the semester, students are giving prepared and impromptu presentations in front of the class to build their presentation skills as well as their confidence. Near the end of the term, we go into our 400-seat auditorium, and students learn professional platform skills as they speak on stage using a microphone.

Advice from student to student: At the close of each semester (no credit or grade for his or her response), I invite students to provide advice to the students who will take this class in the next semester. Below are a few comments from the term that just ended.

> *Your eyes will be opened to opportunities you did not even know were possible. When you walk out of class, you be equipped with all of the tools for success in your career. I understand my strengths more fully and am now capable of showing my strengths to others. This class gave me so much confidence that I get to walk away with into the real world. This class is truly one of the last chances you will have in your college career to craft the best professional version of yourself. Enjoy and learn from this class because it is one of the reasons Rosen College of Hospitality Management is the one of the best in the world!*

Thanks! Thank you for allowing me to share some of the high impact practices from my courses at the Rosen College of Hospitality Management. Keys to our success are our relationships with our recent graduates, industry partnerships, and faculty resources for excellent teaching. Only by accessing these resources, with a diversely talented faculty population will we continue to prove that Scale X Excellence = Impact. Thanks for joining me on the journey!

The North Still Wins the War: Providing Free Textbooks for History Students

James Clark, Aimee deNoyelles and John Raible

Jim Clark is Lecturer in the History Department. He began teaching at UCF in 1987 as an adjunct. He earned his doctorate at the University of Florida. He is the author of nine books, and the editor of three others.

Aimee deNoyelles is Associate Instructional Designer at the Center for Distributed Learning. She promotes the quality of online instruction with UCF faculty. Her research interests include textbook affordability, online discussion strategies, and technology and gender. Dr. deNoyelles has published in several journals including *Computers & Education*, *Online Learning*, *Journal of Applied Research in Higher Education*, and *Journal of Special Education Technology*.

John Raible is Associate Instructional Designer at the Center for Distributed Learning. In this role, he works with faculty to transition courses from face-to-face to the blended or online environment. His research areas include the integration of emerging technology into online curriculum, accessibility for online learners, and the use of OER materials. He has presented at local, state, national, and international conferences, in addition to being published in multiple peer-reviewed journals.

Introduction

In recent years, rising textbook costs have outpaced the rate of general consumer inflation. A statewide survey in 2016 reported that over half of the UCF students who participated had chosen not to buy a textbook at least once due to high cost (Florida Virtual Campus, 2016). In addition, 21% did not register for a specific course and 20% had taken fewer courses in general because of high textbook costs. These choices have lasting consequences on course performance and retention. Students' lack of access to the core instructional materials for the course puts them at an academic disadvantage (Fischer, Hilton, Robinson, & Wiley, 2015).

With the UCF goals of increased retention and higher graduation rates, it is important that faculty members take action where they can. This is the story of three non-tenure earning faculty members who joined forces to increase students' access to course materials.

Instructor's Voice: Jim Clark

As a teacher, I faced several problems. First, I teach a required course and usually only one or two percent of the students are majoring in my discipline. Many of these students are majoring in disciplines where the textbooks cost hundreds of dollars. Over the past decade, the number of students purchasing textbooks in my class has declined. Second, my subject is no longer a mandatory component of the GEP. Before this, my classes were always packed; now, the environment is much more competitive. Third, my subject—history—has changed little. The same people that won the Civil War when I began teaching still win it today! Asking students to spend money on new textbook editions seemed unnecessary. Finally, I wanted to consider the new state guidelines which encourage faculty to keep textbook costs down and to seek alternatives.

Three years ago, Aimee deNoyelles and John Raible from the Center for Distributed Learning told me about OpenStax, which offers openly available, digital textbooks in nearly three dozen subjects. OpenStax is a non-profit (OpenStax. org) administered by Rice University. It is financed by major foundations with an interest in lowering textbook costs for students. All of the textbooks are prepared by recognized academics. They are free, easy to access, and provide students with multiple options. They can download the entire textbook to their computers or other devices, view one chapter at a time online, or they can print out individual chapters. Each of the volumes is available in print, which can be made available in the bookstore for about $50. The books are well-illustrated and are competitive with those published by major publishers. They work well, and the students appreciate the savings.

In addition, all OpenStax textbooks are licensed under a Creative Commons Attribution license. This type of license allows anyone to distribute, remix, tweak, and build upon, as long as credit is provided for the original work. It is considered the most open of the Creative Commons license. This allowed John to customize the textbook specifically for the time period covered in this course. John helped integrate the textbook into my course section, including PDFs for each chapter, along with instructions for how to download the whole book to a device.

The biggest drawback to OpenStax is the uneven quality of supplemental materials. They are not well integrated with technology, and I have had to rely on CDL to carry much of the workload. For example, the test bank for my American history course comes with the warning: "the test bank is not entirely aligned with the book." A number of companies offer supplemental materials to OpenStax including such well-known vendors as Top Hat, panOpen, and McGraw-Hill Education. The problem here is that the students end up paying, whether it is to a textbook publisher, or to one of the supplemental firms. Still, it is an option worth exploring and registration is simple.

Student Savings and Effectiveness

Over the period of two years, students in Jim's course sections have collectively saved nearly $150,000 in textbook costs. Jim believes that offering students a free, online textbook encourages students to take his class.

Aimee and John have distributed surveys in Jim's course sections for the last two years, and the results are overwhelmingly positive. 90% of responding students have agreed or strongly agreed that the digital textbook was easy to acquire, 85% found it easy to use, 84% said it was easy to read, and 78% judged it high in quality, as well as valuable.

The open-ended comments often convey themes such as gratitude. As one student wrote, "Extremely helpful on a college student budget and very accommodating and kind of the professor to do." Another said, "I think it is great that the textbook was provided for free digitally. I'd love it if every class were like this." The comments speak to the everyday needs of students; for instance, "I really like using a free online textbook and think it made things a lot easier and a lot less financially stressful on me. Textbook cost is a huge burden on college students—the cost of a $50 textbook pays for my groceries for a week or two, gas for a month, my entire utility bill."

Beyond student satisfaction, so far, we've seen no differences with respect to course grades. Past studies have found that students whose faculty chose OER generally performed as well or better than students whose faculty assigned commercial textbooks, and even when controlling for differences in previous enrollment, students in courses using OER enrolled in a significantly higher number of credits in the next semester (Fischer et al., 2015).

Strategic Plan

This endeavor addresses one of the points in the university's strategic plan: *Harness the power of scale to transform lives and livelihoods.* Offering low to no-cost instructional materials can be the difference between a student taking a course or dropping out—possibly even reaching graduation!

So what can you do as a faculty member?

1.   *Be aware of the laws.* You may be familiar with the requirement of submitting textbook orders at least 45 days before the semester begins. Did you know you are encouraged to review content changes in editions, as well as adopt open educational resources (OERs) such as OpenStax?

2. *Take a hard look at your course materials and consider how much they cost*. Think about what your students should be able to demonstrate by taking the course. Are the current materials meeting these needs?

3. *Connect with your subject librarian* and provide them your syllabus to explore the available resources that are already available to students.

4. *Begin exploring* open educational resources by visiting <https://guides.ucf.edu/OER/opentextbooks>

References

Fischer, L, Hilton, J., Robinson, J., & Wiley, D. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, 27(3), 159-172.

Florida Virtual Campus (2016). 2016 Student Textbook and Course Materials Survey. Retrieved from <http://www.openaccesstextbooks.org/pdf/2016_Florida_Student_Textbook_Survey.pdf>.

The Need for Speed: An Individualized Fast-Track Approach to Online Faculty Certification
Nancy Swenson and Shelly Wyatt

Nancy Swenson is an Instructional Designer at the Center for Distributed Learning. She has an M.A. degree in Educational Technology from UCF and a B.S. from FIU in Business Education. Prior to working at UCF, she taught Business Education classes in the public school system for 13 years.

Shelly Wyatt is an Instructional Designer at the Center for Distributed Learning. She has a Ph.D. in Instructional System Design from UCF, a Master's in Liberal Studies from Rollins College, and a Bachelor's in Humanities from New College.

From the moment the first online courses were offered, UCF's administration saw the importance of professional development and support for faculty who teach online. Since 1996, any faculty member who designs, develops, and teaches a mixed-mode or fully-online course has been required to complete IDL6543 Interactive Distance Learning. Over the years, teaching online has become part of UCF's culture and UCF's leadership has never lost sight of making sure that faculty have the skills and knowledge they need to be successful online teachers, which ultimately translates into student learning and success.

To meet the needs of our online faculty and students at UCF, faculty who wish to teach online now have two avenues to obtain certification to develop and teach online or in mixed-mode: our online certification course IDL6543 Interactive Distance Learning or our alternative track for experienced online faculty new to UCF called Online Faculty Readiness Assessment (OFRA). This article will focus on the Online Faculty Readiness Assessment and how it meets the needs of UCF departments, faculty, and students and how it aligns with UCF's Strategic Plan.

The OFRA pathway to online certification recognizes a faculty member's prior online teaching experience and training and ensures that incoming faculty have the skills and knowledge they need to be successful teaching online at UCF. This alternative approach directly contributes to Promises 1, 2, and 5 of UCF's Strategic Plan (<https://www.ucf.edu/strategic-plan/>). The OFRA process meets Promise 1 of the Strategic Plan in that OFRA contributes to the scalability of online teaching and learning to reach large numbers of students who might otherwise not be able to take university courses. The OFRA process also supports UCF's diverse faculty who benefit from faculty development options that speak to their unique skills and experiences; a one-size-fits-all approach does not work when developing all faculty. Furthermore, OFRA contributes to the university's goal to offer innovative academic, operational, and financial models that transform higher education; OFRA's individual approach to faculty development provides options for faculty to become better instructors online and in the classroom and maximizes our faculty development resources by applying them where they have the greatest impact.

UCF onboards new faculty every semester; some come to us straight out of their doctoral and master's programs while others arrive with many years of teaching experience. In the 2017-2018 academic year, UCF employed 2,481 teaching faculty; 120 of those faculty completed IDL6543 while three faculty members completed the OFRA process. Benefitting from an individualized approach to faculty development, the faculty who qualified for OFRA certification relinquished a seat in IDL6543 that ultimately allowed a fellow faculty member to earn their online teaching credential. In this way, student access to UCF courses has been enhanced, and opportunities for success multiplied. For example, in Spring 2018, 45,470 (71% of total enrollment) students took a course in W, M, RV, or V mode—OFRA is part of this amazing expansion of student access. Since 2010, 38 faculty members have earned their online teaching certification through our OFRA process and, in this

way, were able to begin teaching immediately in the online environment. Those 38 faculty members have taught a combined number of 651 courses with a total of 26,662 students.

UCF celebrates diversity. We celebrate diversity in every aspect of our culture including faculty preparation to teach online. Our Strategic Plan states that: "we believe in attracting and cultivating exceptional and diverse faculty, students and staff whose contributions strengthen us." As teaching online has become more of the norm, faculty are now arriving at UCF with prior online teaching experience. The Center for Distributed Learning developed the OFRA process that acknowledges faculty members' prior experience and also ensures that the incoming faculty have the skills and knowledge they need to be successful teaching online at UCF. Faculty who complete the OFRA process receive the same credentials and services that a faculty member who completes IDL6543. Faculty who go through the OFRA provisional process are provided an individualized completion plan based on their prior experience and provided guidance and consultation from an instructional designer. It is expected that the OFRA provisional process will take one semester to complete.

The OFRA pathway to acquiring the credential to create and teach online courses is an innovative academic approach that corresponds to UCF's Strategic Plan Promise #2. The OFRA process is innovative because it offers a customizable option for online faculty development. Interestingly, OFRA contributes to the scalability of CDL's online faculty development efforts (Promise #1), but it does so from an individualized approach. Faculty who are new to UCF bring with them a variety of experiences (both teaching and training) and cannot be evaluated with a one-size-fits-all tool. Individualized faculty development does require, however, a systemic approach so that OFRA applications are evaluated in a consistent way that promotes quality instruction. Peter Olen, who teaches in the philosophy department, observed that "While I have been teaching online for a few years, working through the online teaching certification created numerous opportunities for improving my online teaching." For Remy Ansiello, who was new to the humanities and cultural studies department, the benefits of OFRA are clear: "I would like to write about the enormous benefits the OFRA process was for me. I had already taught online at another institution but was not very familiar with Canvas. Through the OFRA process, I learned innovative teaching techniques through the many applications afforded to online teaching faculty at UCF."

Professional development for new faculty assists them in becoming familiar/oriented with their new environment and with the culture of the institution. As online teaching and learning have become part of the culture at UCF, it is important that faculty be comfortable teaching in this environment and receive professional development to support them in this modality. As faculty come to UCF with varied teaching backgrounds, it is important to tailor professional development to meet the needs of the online teaching faculty. The OFRA process recognizes a faculty member's previous online teaching experience and provides an individualized approach to make sure they have the skills and knowledge to be successful teaching online at UCF.

The authors of this article have been involved in the development of the OFRA process; Nancy Swenson has been involved since the very beginning, contributing to the creation of the initial assessment tools and outlining the post-assessment faculty training process. Shelly Wyatt, who joined the Instructional Design team at the Center for Distributed Learning in 2016, has contributed to the updating of the process, including the development of an online companion course for instructional designers who work with OFRA faculty. Both Nancy and Shelly support fellow instructional designers as they assess and support faculty who apply for this alternate credentialing path.

The UCF Libraries' Office of Scholarly Communication: Supporting Research, Writing, and Publishing at UCF
Sarah Norris

Sarah A. Norris is the Scholarly Communication Librarian at the John C. Hitt Library. Her research interests include copyright and intellectual property rights, fair use, open access, and open educational resources.

As the Scholarly Communication Librarian at the John C. Hitt Library I lead the Office of Scholarly Communication, which offers a variety of services and resources that help support the research efforts of UCF faculty and students. In addition to practical applications, such as faculty and student workshops on specific topics, Scholarly Communication services and resources directly impact and support the University's Strategic Plan's goal of strengthening our faculty and harnessing the power of scale to transform the lives and livelihoods of our students. In this article, I will outline several Scholarly Communication-related efforts that are available to UCF faculty for their teaching and learning and research processes. In particular, it will highlight key areas that I have lead or participated in, such as open educational resources,

open access publishing, copyright, and extending and measuring scholarly reach and impact—all of which play a key role assisting the teaching and research efforts of UCF faculty. In addition, I will mention several efforts, including textbook affordability, which directly impact the student experience at UCF.

Open Educational Resources & Textbook Affordability
Providing students with an affordable and accessible education is a critical component of transforming the lives and livelihood of our student population. Research indicates that students who have access to free and/or low-cost course materials tend to have a higher GPA, decreased student debt, reduced time to graduate, and increased retention, among others (Fischer, Hilton, Robinson, and Wiley, 2015). In addition, a statewide survey on textbook affordability that included 1,975 UCF students indicated that 53% of the students surveyed did not purchase a textbook for their course due to cost (Florida Virtual Campus, 2016).

With this in mind, in 2015 a group of instructional designers and librarians (including myself as Scholarly Communication Librarian) formed a small team to help promote high-quality, ADA-compliant open educational resources (OER) and library-sourced content to help reduce the cost of required course materials for students at UCF. Open educational materials, in particular, are those teaching and learning materials that are free to use and include open licenses. Library-sourced content are those materials (e.g. journal articles and e-books) that are already purchased by the library for use by the UCF community.

To date, this team has worked with faculty interested in providing free and/or low-cost materials to students using three distinct models. These are 1) adopt an existing open text, such as those found at OpenStax, to replace a traditional textbook, 2) use copyright-compliant OER materials, and 3) use library-sourced content to replace textbooks. From Summer 2016 to Spring 2018, faculty who have used these three models to incorporate OER or library-sourced content in their courses have impacted 96 course sections and 5,097 students, saving students over $500,000. As faculty participation in these efforts increases, so too will the impact on student savings, and ultimately, student success.

In addition, both I and an instructional designer are now members of two state-wide standing committees, where we help further the conversation about open educational resources and textbook affordability and directly participate in efforts to create statewide resources accessible to faculty and students.

Open Access
Open Access is a term given to a publishing model that provides access to scholarly research to anyone, anywhere without requiring a subscription or fee. This burgeoning model is an important and critical piece in today's research environment—aiding faculty in making their research more broadly accessible, increasing the potential impact of their work, as well as helping comply with grant funding requirements to make research data openly accessible. This model differs from a traditional publishing model primarily in the way in which it obtains funding. In many cases, open access journals replace a traditional subscription with a fee, known as an article processing charge (APC), that authors contributing works to the journal and/or funding bodies are required to pay the publisher in order to have their research published. The benefit is that faculty retain the copyright of their work (typically transferred to a publisher in the traditional journal model), which is an important piece in sharing research broadly. The challenge is that APCs can be quite costly and paying such fees are typically the responsibility of the author. Despite this potential cost incurred, faculty at UCF and beyond are increasingly publishing in open access venues.

A recent search of the Web of Science database licensed by UCF Libraries indicated that over 4,000 journal articles indexed in the database authored by UCF faculty and students were published in open access journals. A year-by-year analysis shows that the number of articles published in open access journals by UCF authors have continued to increase yearly. With this in mind, as the Scholarly Communication Librarian, I provide information and resources to the UCF community about this publishing model.

For example, Open Access Week, held the third week of October yearly, provides an opportunity to highlight open access publishing to students and faculty and often includes workshops, panels, and activities. In addition to this annual event, the Office of Scholarly Communication facilitates workshops related to open access on specific topics such as predatory publishing, which aids researchers in vetting credible and/or dubious open access publishers. I also meet one-on-one with faculty and students to assist with specific questions related to open access publishing needs, including questions about article processing charges, journal quality, and credibility.

Research Impact
One important way that the library supports both open access publishing and helps faculty measure the impact and reach of their scholarship is through STARS, UCF's open access institutional repository. This repository is an important tool that faculty and students can use to provide access to versions of their scholarship through an open access venue without having to necessarily publish in an open access journal. To date,

UCF scholarship and research hosted in STARS has received over 1 million downloads since its launch in 2015—a testament to the impact and excellence of the scholarship produced by the UCF community. Faculty who provide access to their scholarship through STARS also have access to robust metrics that can be used to demonstrate the impact of their work.

UCF Libraries' Office of Scholarly Communication and Digital Initiatives Department are available to provide training and assistance to faculty interested in using this tool to highlight their research and/or projects, and we meet with faculty frequently to facilitate projects and scholarship hosted in STARS. To get started, faculty can visit: <http://stars.library.ucf.edu/>.

Copyright
In all of the aforementioned areas, copyright plays a critical and vital role. Understanding copyright during the research and publication process ensures that works adhere to copyright law. In addition, it is important for faculty to assess and understand author agreements signed upon publication and the terms set forth by the publisher. These terms indicate what an author can or cannot do with their work post-publication. In many cases, faculty may not be able to share the final copy-edited PDF on a personal website or sites like Academia.edu or ResearchGate; however, many publishers do allow authors to post other versions of their scholarship (i.e. post-print and/or pre-print). If faculty are unsure about such matters, I can assist with questions related to author agreements and posting scholarship online in a legally, compliant way, as well as general copyright-related queries.

Conclusion
Providing free, low-cost, and openly accessible content plays a critical role in transforming the student experience at UCF. In addition, faculty can explore and participate in this shift towards openness by publishing in open access journals and/or by posting versions of their scholarship published in traditional online based on the author agreement signed. As evidenced by the research and specific outcomes achieved here at UCF, there is little doubt that each of these areas have a direct impact on UCF's Collective Impact Strategic Plan and that areas related to Scholarly Communication will continue to increase in importance. Whether you are interested in specific research support or have a copyright question, UCF Libraries, myself, and the Office of Scholarly Communication are available to assist with these needs.

Further Reading
For more information about Open Access, please see the Office of Scholarly Communication website (<https://library.ucf.edu/about/departments/scholarly-communication/>), which includes detailed information about copyright, digital

scholarship, open access, and additional Scholarly Communication-related topics.

References
Fischer, L., Hilton, J., Robinson, T. J., & Wiley, D. A. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal Of Computing In Higher Education*, (3), 159. doi:10.1007/s12528-015-9101-x

2016 Student Textbook and Course Materials Survey: Results and Findings. (2016). Florida Virtual Campus. <http://www.openaccesstextbooks.org/pdf/2016_Florida_Student_Textbook_Survey.pdf>

Why Approach is Paramount
Boyd Lindsley

Boyd is Senior Associate Director of the Nicholson School of Communication and Media (NSCM). Aside from his many duties at NSCM, he serves on the board of directors for Planned Parenthood of Southwest and Central Florida. He serves on the host committees for Equality Florida and the Zebra Coalition. In June 2014, Florida Congressman Alan Grayson selected Lindsley as an outstanding local Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) leader in celebration of LGBTQ Pride Month.

It is with an awareness of self, privilege, position and potential for impact that advancing change for those without such privileges can be possible. I think it is incumbent upon those of us with power, privilege, and influence to work to level an often uneven playing field for those who have not had such opportunities. As a tall, thin, white male, with education and some means, and a husband who says I'm attractive, I have a *great deal* of privilege. In addition to sharing what I have learned with others in the classroom, I think it important I use my positionality in as many ways as possible; this is why I serve as an administrator.

Recognizing the following are my opinions and may not be generalizable to others (as I am only an *n* of 1) and I am in just one of many disciplines throughout academia, my more-than-a-decade of serving in an academic quasi-leadership positon as a non-tenure-earning faculty member has taught me many things (including many things about myself).

One premise of the platform I began on in 2007 and still retain today is that administrators' true purpose in a university, regardless of tenure status, is to provide support and ensure the faculty and staff in their academic unit can do their job as ef-

fectively as possible. If they're (i.e., we're) doing this correctly and adequately, the true work of the university, including teaching, research and the generation of knowledge, as well as service, can be done. Of course, chairs/directors, deans and provosts will provide guidance, perspectives that may be unknown to the faculty/staff, vision, evaluate performance, etc.; however, the effective implementation of those efforts can be severely stunted if the orientation of the leader(s) is not one of service and support. That has to be the core of the approach.

Another item of key importance is tone setting; an environment that is more jovial and pleasant (and at the very least, civil) in nature helps, in my experience, create a space where folks want to be; where folks want to be involved and engaged; where folks want to help contribute to the positive environment; and, where one can find folks taking the initiative to go above and beyond what is expected of them.

It is my experience that this approach can foster faculty and staff to work toward self-actualization. Of course, I'm not the one creating this experience for them, they do that work. However, what I—as an administrator—can and need to do is ensure that I remove as many barriers as possible and provide as many tools of support as possible in order to try and create a place where this can happen.

Additionally, this can become a recruiting tool. Of course there are a wide variety of recruiting tools an academic unit can deploy to attract talented faculty and staff, but it's my opinion this is an important one to have in the arsenal. Having leadership that is service-oriented and a workplace that is pleasant and enjoyable are ones that, although hard to quantify, can give an academic unit a significant edge.

This environment, if executed correctly, can help to recruit and retain top faculty and staff, especially those who are underrepresented in our institution. Recruiting and retaining a faculty and staff that are representative of the university, community, state and country we are a part of, is critical for the university's future success. Right now, on the whole, we at UCF—including the Nicholson School of Communication and Media—do not have an adequately representative faculty and staff. This is for a number reasons, key among them is the lack of fostering an environment where everyone not only feels welcomed and valued, but is welcomed and valued, not through tokenization, but through deliberacy, not by overworking, but by ensuring equity, not burdening with too much service or course load/preps, but by providing adequate support and recognizing and elevating the folks doing the work.

What I try to do is create an atmosphere where everyone can thrive and deliberately pay special attention to faculty and staff who are underrepresented in our university, as I know it's likely that they're encountering unfair challenges and being marginalized, not only in the school and in other parts of the university, but in the often biased world outside the university. I have a deliberate approach to be supportive and ensure they know they are valued and appreciated, because I do value them and appreciate their contributions. I have a deliberate approach to—when and where I have influence—advocate for them for not only equitable resources, but equitable teaching, research and service loads. I also think leading by example is key to help change a culture.

Another important piece of the recommended approach is to include all faculty, regardless of tenure status, in the decision making and strategic direction of the academic unit. Respecting and acknowledging the hard work executed by our colleagues who are senior, tenured faculty is critical; equally important is not omitting or glazing over the essential work non-tenure earning faculty execute and the richness they provide to the unit and our students.

Recognizing that paramount in the role of an administrator is an approach that includes sincere commitment to service encourages administrators to ensure faculty and staff have adequate and appropriate resources and support, so they can do their work as effectively as possible. This coupled with deliberacy around efforts to ensure everyone succeeds, participates, and are recognized for their contributions—especially those faculty and staff members who are underrepresented in our university—are methods to create a healthy academic unit. These efforts are not only the right thing to do, but also contribute to the university's Collective Impact by working to 'attract, [retain] and cultivate exceptional and diverse [representative] faculty, students and staff.'

Finally, it's my observation that there are so many non-tenure earning faculty members throughout our university really helping shape the university we know and love, and without them, the university would not be able to provide our essential functions and would not be as nearly innovative or creative.

In some ways this is all very rudimentary; however, it is my experience and understanding that these approaches are not practiced in all parts of our university, and we have the data to support it (i.e., results of the COACHE survey). It is my hope that, in my unicorn of a role, I am improving the quality of work life for all of those who are a part of the Nicholson School of Communication and Media. It is also my hope that if administrators are not already operating in this fashion, maybe this article will inspire one of my fellow administrators, regardless of tenure status, to consider this approach, because to me, approach is paramount.

Bringing "Scalable Intimacy" to Large Student Populations in the College of Business

Lauryn De George

Lauryn A. De George is Associate Instructor in the College of Business. As a talented, strong educator with skills in pedagogy creation and implementation, curriculum development and learning management for undergraduate students, mid-career learners and executives. She has been a faculty member since 1998.

Why is getting into the right major the first time so important? GEB 3006 Career Development and Financial Planning in the College of Business has the answer. Choosing a major is one of the most daunting tasks that today's students are faced with. Make the wrong decision, and they may lose valuable time and money—resources that could be better put toward attaining a successful future. GEB 3006 Career Development and Financial Planning uses online modules and in-class activities to assist students in identifying and leveraging their best options for experience, employment and entrepreneurship. Using scaffolding activities, students gain necessary knowledge, skills, attitudes and actions to demonstrate strategic planning and competent decision making on their career advancement. Together, this focus guides students in structuring pathways to achieving their career goals. Also, when students choose the correct major the first time, it can assist the college in improving our chances of meeting the Provost's 2020 goals of 4-year graduation rates. In its first year, GEB 3006 Career Development and Financial Planning helped over 2,200 students achieve their educational goals.

How does GEB 3006 Career Development and Financial Planning fulfill UCF's Collective Strategic Impact Plan? The course directly harnesses the power of scale to transform lives and livelihoods. "*Scalable intimacy*"—an interesting dichotomy—is the goal. The course needs to be large enough to handle our student population and be financially feasible, yet be structured and delivered in such a way so that students benefit from increased instructor-student interaction and engagement. As our students learn best when they are actively engaged in the course, interaction through in-class activities are utilized during weekly lectures. For example, students discuss the primary obstacles to their success by first examining the "*Explore Your Potential*" online modules. These obstacles are demonstrated as the instructor guides students to line up (presenting themselves as physical obstacles) and assists fellow team members in avoiding them. The ensuing discussion provides a valuable lesson in communicating effectively, but also for working independently and as part of a team. With

activities such as this being viewed live by 300 in-class participants and 1,100 remote-access participants through lecture capture, the course delivers constructive, insightful, and adaptive learning to varied student audiences. This arms students with the knowledge, insights, connections, and opportunities that are critical to their success.

At the end of every semester, students are asked to complete a survey which measures their level of growth. Topics examined include 1) students' ability to clearly and succinctly speak and write their goals and the career path needed to obtain those goals; 2) students' perceived ability to know how to ask the right questions and research information on the right path for them; and 3) students' ability to determine what skill sets are needed for their industry.

Of 770 student respondents, the following results regarding student improvement were found:

1. On the dimension of students' ability to clearly and succinctly speak and write goals, and career path needed to obtain those goals, 14.84% of students demonstrated an improvement after participation in GEB 3006 (from 29.4% before to 44.24% after);
2. On the dimension of students' perceived ability to ask the right questions and research information on the right path for them, 21.78% demonstrated an increase (from 28.2% before to 49.98% after); and
3. On the dimension of students' ability to determine what skill sets are needed for their industry, 10.22% displayed an increase (from 36.09% before to 46.31% after).

GEB 3006 Career Development and Financial Planning also fulfills UCF's Collective Impact Strategic Plan of creating partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation. This is achieved by:

- Current College of Business students provide peer-to-peer counseling, and faculty members detail necessary skills set for each major. This is evidenced as the College of Business' student ambassadors presenting a series of lectures entitled "Street Smarts." These lectures are developed from a student perspective and aim to provide recommendations on understanding the lecture capture delivery modality and achieving competitive advantage through differentiation.
- Additional partners present to help students be successful in our course, our college and our university. Presenters have included:
  - Jeff Lehman, consultant, members of the Dean's Advisory Council and author of *First Job, First Paycheck*;
  - Jennifer Kushell, an author, advocate of supporting emerging adults, developer of *Explore Your Potential*

modules and expert on youth empowerment and employment;

◦ Jennifer Wright of UCF's Office of Integrity and Ethical Development; and

◦ Dr. Sean Snaith of UCF's Institute for Economic Competitiveness.

Authors Jeff Lehman and Jennifer Kushell provide unique perspectives as global youth ambassadors and successful business owners aimed at maximizing student potential. With their input, GEB 3006 Career Development and Financial Planning provides resources on what motivates students, and paves the way for solutions to make career decision making more influential, emotionally charged and compelling. In doing so, the course achieves scalable intimacy by bringing students an unparalleled career planning experience that makes a real impact on students' lives and expanding their perspectives on all the opportunities the future holds for them.

Here Ends the NTE Learning Community Special Section

Active Learning Spaces at UCF
Don Merritt

Don directs the Office of Instructional Resources (OIR) in the Division of Digital Learning at UCF. OIR is responsible for the audio/video integration and related services at the university, as well as some faculty development and event support.

UCF is moving towards a model where all classrooms can better support active learning approaches to teaching and learning. OIR is working in partnership with the Faculty Center to ensure that the new model and support for it are effective and that as many students as possible benefit from the new initiative. OIR defines an "active learning classroom" as a space designed to support practices associated with constructivist philosophies and theories of learning. Generally, this includes features for learner collaboration and exploration (mobile furniture, multiple writable surfaces) within an ecosystem of faculty development and support. Technology adds to the environment when designed to support the needs of the learners in the space.

Active learning is not a technology, nor a furniture solution. Active learning is a teaching approach and set of practices focused on enabling students to take responsibility for their own learning. It can be facilitated and supported with technology and furniture, but at its essence is the activities done in the space by faculty and students. UCF is making the move toward active learning spaces because active learning strategies have been shown to improve student learning outcomes. Active learning is what's done in the room and with the technology, and it isn't active learning until the faculty and students make it that way, so we're focusing the definition on them. This initiative isn't a design challenge or a technology initiative; it's a faculty development revolution!

Despite the potential benefits of active learning practices, research also shows that trying to force the practice on faculty members who are not well-prepared or who are unwilling or unable to change their practices can actually have a negative impact on student outcomes, so we are reaching out to you to ensure a smooth transition. The Faculty Center for Teaching and Learning has long assisted faculty in transitioning to more active learning teaching strategies. A robust new initiative to support faculty in these new spaces will begin rolling out this fall.

However, we will have faculty assigned to some of the renovated rooms before they have the opportunity to redesign their courses. To avoid negative impacts for those faculty and students we have worked on a transition design for a new wave

of active learning spaces. The first of those rooms will open in Fall 2018 in the new Trevor Colbourn Hall (TCH) and on the 3rd floor of Classroom Building 1 (CB1). As we move through the transition, you will see some of the following things appear in your classroom:

1. Most of the furniture will be mobile, including the instructor podium. The in-room computer can be controlled with a wireless mouse and keyboard allowing the faculty member to be anywhere in the classroom, close to student groups or even in the center of the room.
2. The multimedia equipment in new rooms will be smaller and in a corner, out of the way of the students and faculty member so that almost the entire room becomes usable floor space for teaching and learning.
3. There will be multiple whiteboards throughout in new rooms, filling as much space as the budget and size of the room allows. Older rooms will have additional whiteboards added later.
4. There will be a projector in every room, just as there are in existing classrooms. Some rooms will have additional monitors on the other walls (1 per wall, up to 3) that will mirror the content on the projector. So, if you need to lecture, host a guest speaker, or just need to focus attention, you can still do so—just have all the students turn towards a monitor.
5. We also recognize that maintaining all of this equipment can be a challenge for the colleges, so all of the multimedia equipment in these new rooms will be the responsibility of OIR, on our inventory and our support responsibility. No more asking the college and departments to find money to fix something when it is broken. For older, existing rooms, we would be happy to discuss a plan to transition responsibility for classroom equipment to OIR with those Colleges that have already become part of UCF IT.
6. Additional features and capabilities, such as wireless collaboration and different content on different displays, will be enabled in rooms as the infrastructure is upgraded to support it. Some of these things may be possible sooner than others and may not appear in all buildings at the same time. There is a lot of infrastructure necessary to support these things behind the walls, and we're working with UCF IT to get everything into place as quickly as we can.

Finally, there will be a new space on campus this fall where the Faculty Center, OIR, and UCF IT are working together to create more effective learning spaces for the future. "The Sandbox" is a renovation of Classroom Building 1, room 220 (CB1-220) into an advanced, technology enhanced active learning space that will enable faculty, students, and staff to design, implement, and refine more effective teaching and learning practices. We have several goals for this new teaching lab, but at the top of our list is learning how to better design spaces where faculty can implement multiple active learning methods, with or without technology, in a way that can be properly supported and scaled to the rest of the UCF environment.

The Sandbox isn't a template. It is a lab where we hope to identify better ways to design for and support the activities faculty and students want to engage in when they meet face-to-face. It's where we can try out new technologies and experiment with new ways of teaching. We can't wait to show it to you, and we can't wait to hear your ideas on what to test in there next!

Active-Learning Classrooms
Julie Donnelly

Julie Donnelly is a Post-Doctoral Researcher in the Faculty Center for Teaching and Learning. She earned her Ph.D. in Chemistry from the University of Central Florida, and her research areas include chemistry and physical chemistry education as well as teaching and learning in active-learning spaces.

Active learning classrooms (ALCs) are student-centered, flexible, and often technology-rich spaces that are designed to increase mobility for instructors and students (Baepler, Walker, Brooks, Saichaie, & Petersen, 2016). This year, ALCs were number one on the list of "Top 10 Strategic Technologies" identified by the EDUCAUSE Center for Analysis and Research (ECAR). "Strategic technology" means that a lot of institutions across the country are prioritizing the design and implementation of ALCs, including UCF. Several departmental spaces already exist on campus, and classrooms on the third floor of Classroom Building 1 are also being converted into ALCs. All classrooms being built on the downtown campus (scheduled to open Fall 2019) are being designed as ALCs as well.

UCF isn't jumping on the ALC bandwagon just because they are popular. In short, repeated experiments at other large universities show that *students perform significantly above expectations when they take a course in an ALC.* Further, *the increased performance can be attributed to the environment itself* (Brooks, 2011; Cotner, Loper, Walker, & Brooks, 2013; Whiteside, Brooks, & Walker, 2010). The research on student performance in ALCs has demonstrated that they are worth

the investment. However, there is still much we don't know about what makes teaching in and learning in ALCs most effective. So, in addition to many newly renovated active-learning classrooms at UCF, FCTL is opening a "Sandbox" ALC in Classroom Building One to serve as a research laboratory for determining what works best in these rooms in terms of teaching, learning, and technology.

Although ALCs are designed around flexibility, student-student interaction, and student-instructor interaction, there is variation among them. The ALCs in CB1 will house tablet chairs on wheels or tables and chairs on wheels so they can be configured in any way you can imagine—rows, pairs, small groups, "board room style"—the possibilities are endless. In the Sandbox, there will be LED displays that students can use to collaborate via their mobile devices. Those displays will be mounted on writeable walls. Other classrooms are composed of round tables that can seat up to nine students and have similar capabilities for technology.

Faculty walking into these ALCs on the first day of class may feel unsettled, especially if they can't find the podium (because there might not be one). These newly designed spaces will require newly designed teaching. Here are four things to think about when you're designing your course for an ALC:

Pedagogy matters. Active learning spaces are not magical. Students don't learn just by walking through the door. In fact, using strategies not aligned with these student-centered spaces is not only ineffective, but can be a detriment to students' learning (Brooks & Solheim, 2014). However, when courses are designed to be delivered in an ALC, the classroom helps to facilitate behaviors that better support meaningful learning. Active learning strategies that involve collaborative activities (e.g. peer instruction, team-based learning, project-based learning, discussions and debates, activities involving manipulables, etc.) will be highly effective and less complicated to use than they are in a traditional classroom.

Space matters. Arguably, the space is the only thing that really changes when you move to an ALC. We can do active learning in any space, but ALCs better facilitate it. Nonetheless, there are a few things to think about so you are prepared. For example, where will you stand? How will you manage the classroom? How will you configure the chairs? The flexibility is *great* (you can walk right up to all your students instead of shouting at them from the end of the row in a lecture hall!), but the possibilities can be overwhelming. Check out FlexSpace.org for some ideas for room configurations.

Assessment matters. While ALCs can be configured for whole-group discussions and lecture, the layout of the rooms imply collaboration. If your students spend most of their time in class working together, it may be quite a shock if it comes time for an exam and they're suddenly on their own. Collaborative assessments can be written so that multiple student perspectives are needed to complete it. ALCs also facilitate project-based learning well, so you can consider replacing some exams with summative group projects. In addition, criterion-referenced grading will become a must if you want to foster cooperation rather than competition, while curving grades will do exactly the opposite. In contrast, norm-referenced grading (like curving) can create competition between students. Their goal may less likely be to learn, but rather to perform better than everyone else.

Of course, in some courses, the traditional exams are necessary. This will be straightforward with tablet chairs since the room can easily be arranged for this type of assessment, but you'll need to think ahead about how to avert wandering eyes if you're walking into a round table ALC.

Technology matters. Technology is last on this list and for good reason. Some ALCs are high-tech (like the Sandbox) and some are not-so-high-tech. This means that you might already be familiar with the technology in the space because it is similar to what you've used before. If you are in a high-tech space, what really matters is that the right *pedagogy* is being used for the space. Technology comes in only to support. Try not to incorporate technology for technology's sake, but think about whether the technology will accomplish your goals in a user-friendly manner. Additionally, it is important that when you do choose which technologies to incorporate, you become well-acquainted with them before heading in to teach.

If you are expecting to teach in an ALC in the coming semesters, try to observe a colleague teaching in one before you teach in one yourself. If you can't, here is a good video that highlights both the instructor and student experiences <https://sites.google.com/a/umn.edu/cvm-alc/in_action>. In addition, I encourage you to check out all the relevant programming at FCTL this fall. We have course innovation projects (CIPs) and book clubs that can help you figure out how to navigate the change.

References

Baepler, P. M., Walker, J. D., Brooks, D. C., Saichaie, K., & Petersen, C. I. (2016). A guide to teaching in the active learning classroom: history, research, and practice. Sterling, VA: Stylus Publishing.

Brooks, D. C. (2011). Space matters: The impact of formal learning environments on student learning. *British Journal of Educational Technology, 42*(5), 719-726. doi:10.1111/j.1467-8535.2010.01098.x

Brooks, D. C., & Solheim, C. A. (2014). Pedagogy Matters, Too: The Impact of Adapting Teaching Approaches to Formal Learning Environments on Student Learning. New Directions for Teaching and Learning, 2014(137), 53-61. doi:10.1002/tl.20085

Cotner, S., Loper, J., Walker, J., & Brooks, D. C. (2013). " It's Not You, It's the Room"—Are the High-Tech, Active Learning Classrooms Worth It? *Journal of College Science Teaching, 42*(6), 82-88.

Whiteside, A., Brooks, D. C., & Walker, J. (2010). Making the case for space: Three years of empirical research on learning environments. *Educause Quarterly, 33*(3), 11.

Student Accessibility Services
Adam Meyer

Adam Meyer is Executive Director of Student Accessibility Services and of Inclusive Education Services at UCF with past experience at Eastern Michigan University and at Saint Louis University. Adam is on the Association for Higher Education and Disability (AHEAD) Board of Directors.

It is hard to believe that I have been at UCF for five years already. In that time, our campus community has accomplished many positive things with respect to access for students with disabilities. Currently, Student Accessibility Services (SAS) works with 2,600 students who connect with our resources every academic year, which is an 86% increase from the 1,400 students working with SAS five years ago. While the 2,600 students we work with only comprise 4% of the 66,000 students on campus, our data show that these 2,600 students are in 42% of the classes offered every semester at UCF, and 72% of faculty work with at least one student connected with SAS each term. Given this faculty reach, SAS is dedicated to making the access experience as smooth and user-friendly as possible for all faculty so that UCF upholds its commitment to ensuring an accessible experience for disabled students.

Over the past five years, we have done the following to support faculty in the access process:

• Updated our Course Accessibility Letter to provide better information on the purpose of the access and accommodation process and to guide faculty in working with students;
• Modified a number of policies and practices to simplify the process for faculty;
• Launched a faculty portal within our new database system to more easily manage student accommodations;
• Worked with the Center for Distributed Learning to make online exam accommodations easier to manage; and
• Committed to understanding faculty concerns and perspectives as various access and accommodation situations arise.

We are grateful to the dedicated members of our Faculty Advisory Board who offer feedback and perspectives through semester meetings and email conversations. Many of the enhancements mentioned above were in response to comments from these individuals.

As we look ahead to 2018–2019, there are two new changes we wanted to pass along:

• Our standard extended time accommodation is now 150%, not the previously used 200%. We still anticipate that approximately 30%–40% of students connected with us will use the 200% accommodation, as some returning students were approved to keep the 200% amount and double-time will be a reasonable outcome for some new students. Thus, we will always have a percentage of students at 200%. Webcourses now defaults at 150% and can be adjusted to 200% as needed. With this change, some faculty will have students with both extended time options in the same class.
• We have a slight increase in the number of students using audio recording technology (often in the form of a Smart Pen or through a Sonocent app) as a course notes accommodation. We are recommending the technology as a way to allow for students to have greater independence in note-taking and to address a number of short-comings inherently present with the traditional peer student course note exchange system. We know that the use of audio recording technology may pose some concerns in the classroom. We have worked closely with our Faculty Advisory Board on how to best bridge what we want to accomplish from an access perspective with what must be managed in the classroom. For students who have the audio recording technology (and use of laptop technology to take notes), they now have to agree to certain parameters in order to use the accommodation. For example, students must:
  ◦ Seek professor permission to audio record the lecture or use technology BEFORE actually doing so if the course policy is clearly such that audio recordings or technology are not allowed;
  ◦ Agree to use the audio recording or typed notes only for personal study purposes (course content review) and for no other reasons;
  ◦ Agree to not release the audio recording to anyone without first obtaining professor permission.

The agreement form that students commit to is available as a link on the Course Accessibility Letter when a student has the technology accommodation listed.

All of these updates and changes over the past five years have been designed to enhance access and to support faculty in the process. The purpose of providing college academic accommodations to disabled students is to ensure that a student has

equal access and is not discriminated against because of the disability. The manner in which an environment is designed and managed—lecture and assessment styles, policies and procedures, digital technology (videos, webcourses, third party software programs, etc.), the physical layout of a space, and personal attitudes and general awareness of a society's contribution to disability, for example—often determines the extent a disabled person experiences barriers in society. In essence, the environment creates more of a disability barrier than the individual's personal diagnosis or situation.

SAS works collaboratively with students, faculty, and staff to create an accessible educational environment. We facilitate dialogue with all relevant parties until a reasonable access and accommodation outcome is identified. What is deemed a reasonable accommodation will vary on a case-by-case basis because both the environmental and student variables differ in each situation and must be evaluated.

In some situations, SAS may recommend or require faculty and departments to incorporate access and accommodations in order for the educational experience to be accessible for the student. In other situations, SAS may confirm that the environment is accessible or equitable as is and we inform the student the requested accommodations are not reasonable outcomes.

When working with students and faculty to evaluate a request for accommodations or when what is proposed in the Course Accessibility Letter needs further evaluation does not apply or may not be reasonable, the following questions are starting points in our conversations with faculty:

- What are the barriers resulting from the interaction between the student's disability and the classroom experience of concern?
- What possible access and accommodations may remove the barriers?
- Does the student have equal access without accommodations?
- What are the course policies and how are these policies applied across the classroom environment? How are the course policies linked to the course learning objectives?
- Would essential elements of the program or course be fundamentally altered if a specific accommodation was implemented? Would the course learning outcomes not be achieved as designed for the course if the accommodation was applied? If so, how?

As stated, we are committed to working with faculty through this process, especially when accommodation possibilities need further evaluation or may not be reasonable. Your voice and perspective is a valued and necessary component when

we must assess reasonable accommodation options. We hope that you feel comfortable reaching out to us to discuss access situations as needed.

Accommodations do not equate to a free-for-all that allow students to come and go as they please, submit assignments when desired, take tests when convenient for them, etc. To manage the accommodation process, we do have processes that we expect students to follow (such as advanced notification to take an accommodated exam in SAS) and failure to follow the process may negate the student from using an accommodation in a specific instance.

Please contact us if you have any questions. We do expect that you will contact us before denying a student a specific accommodation request. We want to make sure all possibilities and angles are considered before any final determinations are made.

Thank you for your partnership in facilitating an accessible experience.

SPECIAL SECTION: ONLINE ACTIVE LEARNING

Anna Turner, Faculty Center; Aimee deNoyelles, Jim Paradiso, and Corrinne Stull, Center for Distributed Learning

In Spring 2018, 21 faculty participated in an *Enhancing Active Learning Using Webcourses@UCF* Course Innovation Project (CIP). The CIP was a collaboration between the Faculty Center for Teaching and Learning and the Center for Distributed Learning. Faculty chose either to innovate one semester-long assignment or recreate one week of classroom (if applicable) and online activities. The focus of the CIP was to integrate active learning across modalities, and the following articles include insights from the faculty participants. For those of you who may be interested in incorporating more active learning in your face-to-face, mixed-mode, or fully online courses, we've gleaned the following tips from our CIP sessions.

1. Design active learning activities using cognitive science. Common definitions of active learning—anything but lecture (Prince, 2009), collaborative learning strategies, and doing things and reflecting on them (Bonwell & Eison, 1991)—are outdated, given what we now understand about learning. Instead, we should think of active learning as a generative, active process by which we organize knowledge into conceptual frameworks, building upon existing knowledge to create new

knowledge (Fiorella & Mayer, 2015). Practically, when you are designing active learning activities, you should ensure that your students are engaging in three cognitive processes: selecting relevant material for attention, organizing that material into a coherent structure, and integrating the material with relevant prior knowledge. Most importantly, students can engage in these processes on their own, but in an active learning environment, the teacher consciously designs and facilitates activities for the students.

2. Review course activities for the characteristics of active learning. While it would be limiting to define active learning only in terms of collaboration or reflection, those are certainly aspects of an active learning environment. Bonwell and Eison (1991) and Grabinger and Dunlap (1995) offer characteristics of active learning, many of them overlapping. In response to those characteristics and developments in cognitive science, we suggest five characteristics of active learning:

- **Higher-order thinking:** Learning activities should aim for higher levels of cognition (e.g., analysis, synthesis, and evaluation) after foundational skills (e.g., knowledge, understanding, and application) have been mastered.
- **Collaborative learning:** Learning activities should encourage student-to-student interaction because peer learning is a valuable and effective way to learn content and social skills.
- **Affective learning:** Learning activities should challenge students attitudes and beliefs, allowing for emotional growth.
- **Metacognitive learning:** Learning activities should emphasize process in addition to content, encouraging students to reflect on their own progress and changes.
- **Struggle, challenge, and risk:** Learning activities should encourage risk-taking and challenge students without punitive consequences, as long-term memory is constructed most effectively when students struggle during the learning process.

3. Use active learning pedagogies across modalities. There are many different pedagogies, or methods of teaching, such as flipping the classroom, peer instruction, team-based learning, inquiry-based learning, and problem-based learning. Many of these fall under the umbrella of active learning, but many are designed with the face-to-face classroom in mind. However, with some minor changes, many active learning pedagogies can be used in any modality. Using one or two established pedagogies can also create consistency for students. Check out the Faculty Center's monthly and semester-long offerings for Fall 2018, as many of them are focused on learning to use specific pedagogies effectively.

4. Support active learning by using ancillary, evidence-based approaches. In addition to well-designed activities, for active learning to be successful, it must also be implemented using clear expectations in a supportive environment. One framework that we suggest is Transparency in Teaching and Learning (Winkelmes, 2014). The goal of this framework is to make assignments more transparent in their purpose, task, and criteria. For information on transparent methods, visit <https://www.unlv.edu/provost/transparency>

Active Learning Online and Metacognition in Religion and Cultural Studies
Nick Shrubsole

Nick Shrubsole is Lecturer in the Philosophy Department, where he teaches Humanistic Traditions and courses on religion. He is working on a book titled *The Search for Indigenous Religious Freedom in Canada*, which explores how the definition, location, and conditions of religion offered in the colonial state of Canada continue to impede the survival and development of indigenous religions today.

Introduction

Active learning is not restricted to group activities. It can be an internal, contemplative action. This was an important revelation as I sought to redesign my 2000-level course, Introduction to Religion and Cultural Studies (REL 2000). It is a theory and methods course in the Religion and Cultural Studies program. After speaking with other faculty members, I realized that our students needed to pay greater attention to the basics of research. In short, students needed to develop the foundations for conducting proper research that would lay the groundwork for the rest of the degree program—saving faculty from having to teach basic research skills in upper division courses.

REL2000 is a fully online course. When I taught the course last year, I had students working together in groups around various local research subjects that I had developed. Students were asked to work together to present questions, gather and assess sources, design ethnographic questions, and design a research plan. Students were, at times, asked to reflect on their own research process, considering, for example, their own location as a scholar of religion or the defense of certain sources and research questions.

In retrospect, I admit that I was trying to pursue group work for the sake of group work. Assigning group activities every week was tedious for the students where the asynchronous environment made it difficult for them to collaborate in meaningful ways. As I reflected on the course, I realized that the more substantial active learning components I wanted to emphasize were the metacognitive skills, alongside other skills associated with the craft of research.

The Redesign

Part of the process of redesigning this course was to think of it not as an isolated course but rather one small, important part of a larger program. I realized that group work would come, and while developing collaboration skills are important, my focus needed to be on guiding students through the craft of research in an active manner. I wanted to stress metacognitive skills through reflection and the defense of decisions in research.

I decided to scrap the pre-designed projects I had constructed to allow students to pursue a research question of their choice. I make it clear that the work they do here could be the first step in an Honors in the Major or their Honors Seminar research paper (which I hope provides additional incentive).

In place of the semester-long group project, I have created a series of assignments related to the foundations of research. At each stage, students are asked to reflect and defend their decisions. In the first part of the assignment, students are asked the following:

1. What is your topic of research? Why is this a subject and not a topic?
2. What interests me about this topic? What would interest others?
3. What is the question you would like to ask? Why do you think this might be a manageable research question in a single semester?
4. Reflect on your own location as a scholar in the subject-field of Religious Studies. Are you an insider or an outsider to this study? In either case, what are the things you will have to be conscious of as you embark on research?

In advance of these questions, students are asked to complete an extensive series of quizzes on *The Craft of Research*, to which the questions above (and others that follow them) are based. In this sense, students are not just reflecting blindly on their actions, but rather reflecting in the context of a well-known research guide that challenges students to develop metacognitive research skills.

In the second part of the assignment, students are asked to assess and deconstruct sources while testing their ability to differentiate between different kinds of sources. Students are also asked to consider how they may use sources and why they may be important for their research.

Group work becomes informal as I unite students with similar research interests into small learning communities. I hope that the small groups will provide informal opportunities to discuss topic-specific reflection and consideration

Students are not asked to write a research paper in this course. They are asked to complete a draft of an introduction along with several annotated bibliographies, but not an entire research paper. I admit this might appear strange to some, but recall that I envision this course as a small, important part of a larger program. I consider this course the first step in our students' development as researchers. Much like we would scaffold a major assignment in a single course, we can also scaffold the program itself.

Conclusion

Active learning, in this case, is about asking students to think and reflect on themselves and the process of their work. My hope is that this emphasis on metacognition will facilitate a deeper and more ingrained understanding of the necessary skills of research wile fostering a passion in students by allowing them to pursue their own projects. Ultimately, I hope that this course provides a solid foundation for the program, where students can move forward confidently as researchers and other faculty can have confidence that those students who have taken REL 2000 are prepared for their upper-level courses.

Improvisation as a Teaching Tool in Active Learning Courses
Esmeralda Duarte

Esmeralda Duarte is Visiting Lecturer of Spanish in the Department of Modern Languages and Literatures. She received her Ph.D. in Latin American literature from the University of Florida. Her research interests include Latin American literature, foreign language education, and technology integration.

Motivated by the desire to enhance active learning in my courses, I took the class *Enhancing Active Learning Using Webcourses* offered by the Faculty Center for Teaching and Learning. Not only did I learn all the fundamental components of this teaching approach, but I had the opportunity

to see an active learning classroom in action. All the classes were structured in such a way that they offered a model of how to create an effective active learning environment. It was enlightening to take the perspective of a student and immerse myself in the learning adventure.

As a lecturer of Spanish language, I had many questions about the different strategies to enhance active participation and engagement. I teach first-year Spanish language courses in which oral proficiency skills are fundamental for the successful completion of the course. In my on-line and face-to-face classes, I make extensive use of role-play since it can be a powerful teaching strategy to enhance conversational abilities. For instance, in the chapter about food and ordering in a restaurant, the students are assigned a role-play activity in which one student is a waiter/waitress and the other is the client. As part of the assignment, each student is given a set of questions to prepare for the role-play conversation. Like many educators, I based my grading on the outcome of the assigment, and I mistakenly failed to consider the importance of the learning process. Every semester, the students created a good conversation with all the required elements, but they relied on memorization. I knew this was not an effective learning process, but I did not know how to change it without compromising the quality of the outcome.

After taking the *Enhancing Active Learning* class, I realized that the learning process is more important than the outcome, and educational strategies have to go beyond the memorization of information. I soon found the need to re-think my objectives and make them transparent for my students. Is the objective of a role-play activity to simply memorize the vocabulary and grammatical point? Or do I want my students to learn important skills necessary to engage in a real conversation? When a student goes to a Spanish-speaking country, they will not have a script every time they need to engage in a conversation. They will have to improvise and retrieve whatever vocabulary they have to successfully communicate. Hence, it is logical to train students for those improvisational encounters. They have to be prepared to respond immediately and decidedly to an unanticipated challenge. In addition, it is fundamental that they practice to take risks and initiate conversation when the need to do so arises. According to Ronald A. Berk and Rosalind H. Trieber (2009), improvisation "taps into students' multiple and emotional intelligences, particularly verbal/linguistic, visual/spatial, bodily/ kinesthetic, interpersonal, and intrapersonal" (p. 33). These skills are very valuable for students to achieve academic and professional success, not only in foreign language education, but in all academic disciplines as well.

The benefits of improvisation as a teaching tool have already been recognized in higher education. It has been utilized to teach first-year medical students to effectively engage in physician-patient interactions (Hoffman, Utley, Ciccarone, 2008, p. 537). Improvisational techniques have also been useful in teaching communication skills and empathy to nursing, dental, and other healthcare professional students (Kaplan-Liss, Lantz-Gefroh, Bass, Killebrew, Ponzio, Savi, & O'Connell, 2018). Another notable application of improvisation is the Fuqua School of Business at Duke University, which for several years has been offering a course and workshops on business/managerial improvisation for MBA students (Berk & Trieber, 2009, p.30).

Neuroscience research increasingly supports the use of improvisation as a contributor to effective learning. A study conducted by neurosurgeon Charles Limb (2011) examined the relationship between improvisation and learning and demonstrated that the subjects that engaged in an improvisational task used more complex cognitive processes than other subjects required to simply memorize. Since improvisation requires creativity and divergent thinking, it encompasses multiple neural pathways that are simultaneously activated. The improviser makes moment-to-moment decisions as the situation unfolds, and it is precisely this dynamic process of problem-solving that creates active learning. As Berk & Trieber (2009) explain, improvisation "promotes deep learning through the active engagement with new ideas, concepts, or problems" (p.33).

In conclusion, it is important that the objectives of a course focus on rewarding students for constructive responses rather than for the perfection of the outcome. It is essential that all students express themselves creatively without being afraid to lose points for imperfections. Once students throw out those scripts and improvise, creativity and divergent thinking will enrich their learning experience. The creativity that improvisers use to generate unscripted dialogue has great educational value.

References

Berk, R. A., & Trieber, R. H. (2009). Whose classroom is it, anyway? Improvisation as a teaching tool. *Journal on Excellence in College Teaching, 20*(3), 29-60.

Hoffman, A., Utley, B., & Ciccarone, D. (2008). Improving medical student communication skills through improvisational theatre. *Medical Education, 35*, 225-231.

Kaplan-Liss, E., Lantz-Gefroh, V., Bass, E., Killebrew, D., Ponzio, N.M., Savi, C., & O'Connell, C. (2018). Teaching Medical Students to Communicate with Empathy and Clarity Using Improvisation. *Academic Medicine, 93*(3), 440-443.

Limb, C. J. (2011). Improv and the Brain [TED Video]. Retrieved from <https://www.youtube.com/watch?v=irUC2X1GKjk>

Active Learning with an Online Scavenger Hunt to Introduce the Library
Lily Flick

Lily Flick is the UCF Connect Librarian for UCF Valencia West. She is also the subject librarian for Architecture and serves other subject areas including Psychology, Nursing, Elementary Education, Integrated Business, and Electrical Engineering. Lily is passionate about transfer student success.

Are students ever receiving an introduction to the library website in a basic sense? Many are not. UCF is ranked at the top for receiving transfer students. Transfer students, naturally, may inadvertently bypass all introductory-level library instruction through UCF, since most of this type of instruction is covered in freshman-level general education courses. Other student populations, such as graduate students new to UCF, may never receive a formal introduction to the library website. They may not want to ask, for the common fear of feeling that they "should already know this." Alternatively, students do not know what they do not know.

I was aware of this need and was excited to see the announcement of FCTL's Course Innovation Project (CIP) *Enhancing Active Learning Using Webcourses@UCF*. It gave me the opportunity to create a module that would help orient students to the library website.

To begin with, I identified several areas of the website with which all students should increase their familiarity: 1) using research guides, 2) locating databases, 3) finding subject librarians, 4) borrowing from other libraries, and 5) accessing help in different modalities. Students should also understand the different types of library accounts and how to log in when away from campus.

Then came my problem: how to make those boring, basic tasks fun and engaging. Through the CIP, we discussed how most pedagogies are designed for face-to-face, but many can be adapted for the online environment as well. I considered how libraries orient students in the face-to-face setting. This is often done through scavenger hunts, so why not an online scavenger hunt?

I created several module components to introduce students to the library website before they actually attempt the scavenger hunt. One page is devoted to textually describing the module, clearly outlining the purpose, activities, and criteria. The purpose, after all, is for students to become more familiar with the library website which will then help them in current and future classes. Without considering this, and if the students do not receive a grade for the final assessment, the module runs the risk of seeming like busywork.

The next page includes a screen-capture video which I created to provide a tour of the library website. This video—just under three minutes long—shows students where to locate information for the upcoming activities. The content of the video is generalized and so it is also placed in additional areas of the library website and can be embedded in any course. Find it here: <http://library.ucf.edu/videos/>

The next activities are Materia games. You may know, these widgets are built by UCF and can integrate directly into the Canvas gradebook. Two of these games are included to help students recall locations on the website as well as define terms used in the video. Although the games are not worth points, students are reminded that the games help prepare them for the upcoming scavenger hunt.

Being the Architecture Librarian, I created a scavenger hunt specific for architecture students. I used a mixture of multiple choice and essay questions. As students are following the question prompts and proceeding through the website, they are asked to think critically: how would *this* part of the website help with your assignments? Encouraging higher order thinking is a significant aspect of active learning used in the module.

After the scavenger hunt, students fill out a reflective survey. Especially in the upcoming pilot course, students will be asked to assess the activities in general. Questions target what they learned and what they liked, which delves into the active learning components of metacognitive and affective learning.

Last but not least, the students are instructed to contact their librarian. In a way, this is an active learning exercise in the category of risk taking. Students may not be comfortable reaching out to me, and I hope to ease this uncertainty and form an open avenue of communication with students.

This module will be piloted in the upcoming Architectural History 3 course. It is my goal to continue developing the module and also create a generalized scavenger hunt activity that can be used in any course. Will your course be one of them? Please contact me or your subject liaison librarian for more information on enhancing basic library instruction.

Learning by Doing—An Interactive Learning Experience

Amy Gregory

Amy Gregory is Assistant Professor at the Rosen College of Hospitality Management where she is responsible for teaching various lodging-related courses, developing the timeshare curriculum, and furthering academic research in the segment. She teaches mid-to-large-enrollment upper-level undergraduate and graduate courses across various modalities.

On a continual quest to evolve my courses to increase student engagement, improve learning outcomes and strive for higher SPIs, I recently signed up for and completed UCF FCTL's Spring 2018 Course Innovation Project entitled "Enhancing Active Learning Using Webcourses@UCF." In a nutshell, this project was broken out into four primary modules: 1) exploring active learning across modalities and using Webcourses tools to facilitate active learning; 2) strategies to implement active learning across modalities; 3) identifying impacts of active learning; 4) implementing active learning in a course. Each of the modules, the facilitation, and the interaction with other faculty was invaluable. Yet, one of the most shocking components was my behavior as a student in this course. Though I enjoyed the content and looked forward to each session by preparing in advance, I was taken aback at how little I retained during the traditional components of the course (really, just the first day) and my lapses in memory during the time between our assignments and face to face meetings. I thought I was a good student—I was interested in the topic and I knew this stuff—or so I thought! In reality, I was not unlike my (our) students—I came to class, paid attention and participated when I was there, did immediate tasks as soon as possible, and put off prep for the next face-to-face meeting until just before our session. During the session, my recall was not firing on all cylinders and I stammered to provide responses to the instructors' prompts. In reality, I was not learning. According to Fiorella & Mayer (2015), research shows that learning is an active process. One in which we guide and organize our perceptions; select and elaborate on what is perceived based on our goals; and we make meaningful connections to prior knowledge and tangible applications to new contexts. My approach clearly was not working. Then, they did it to me/us…. The instructors engaged active-learning techniques and the content started to stick—I enjoyed the assignments and spent more time on them. I wasn't just getting it…..I was *really* getting it, discussing it with others, sharing my personal attitudes and beliefs, and looking forward to putting my learning into practice. I carried the perceptions from class and expanded them beyond the in-class task or next assignment. I was being taught while experiencing that active learning is generative and authentic learning comprised of multiple dimensions (higher order thinking, collaboration, attitudes/beliefs, and self-direction). In fact, the multiple dimensions further solidified my learning. So, Grabinger and Dunlap (1995) were on to something when they suggested we should assess student progress in content and learning-to-learn within authentic contexts using realistic tasks and performances. Further, that we should encourage the growth of student responsibility, initiative, decision making and intentional learning. It's not just the exposure to the content that builds the memory, but it is the active and attentive engagement that ties it to goals.

Years ago, I rewrote all of the learning objectives for each module in every course that I taught. The learning objectives were written in my own words to communicate precisely what the students were expected to learn and how that was applied in "the real world." This was a good first step in that everyone knew what was expected and what the goals were for each module. I incorporated recorded lectures to further explain the content to the students, and I also included examples of how what we were learning was being applied in industry practice. Then, when meeting face to face (or via conferences in online courses), we would practice what we learned and how it was applied. Unknowingly, I had adapted characteristics of active learning, but I had not consciously pulled them all together. There were some critical components that were missing, and perhaps that was why some students were still not getting it. The active-learning process was initiated, but not consistent or complete. Therefore, I began to look at each course as a journey in learning with milestones (learning objectives) along the way. To fully employ active learning, I modified my courses to improve student learning, rather than recall.

Quizzes—Online quizzes provide an immediate opportunity for students to assess whether they can recall (and apply) what they've learned. Incorporating various media in the traditional space for written questions allows for another level of exploration and personalization wherein students can focus on what resonates with them. Webcourses allows us to provide feedback to the student based on the answer they choose. Providing general feedback that links the question to the course content helps solidify the learning goals. Specific feedback that addresses a common error can also be integrated.

Modules—Incorporating flexibility in the way that students progress through modules in the course is essential, too. Not all students need all components of the modules. Some need a thorough refresher of basic skills, terminology, and application before moving on to more advanced applications. And some are not interested in the advanced applications at all—nor may advanced applications be necessary for the student to achieve the learning objectives in the course. Providing a

road map within the module that allows the students to feel comfortable with the basic concepts and perhaps take a risk at a more advanced level (without penalty) may invigorate a student to go places they never thought they could.

Assignments—Customized assignments that allow opportunities for students to collaborate, explore, and discuss in the early stages of building the framework can aid learning. An informal discussion wherein students are graded on whether they demonstrated knowledge of the coursework is sufficient in making chats and discussions meaningful. Larger (higher stakes) assignments can be more structured. Several semesters ago when faced with 100 students enrolled in a course in which I relied heavily on written assignments throughout the semester, I offered the opportunity (not requirement) for students to submit a draft of the assignment early. The thought was that I would review their draft and provide guidance as to how they could improve their submission and earn a higher score. In fact, I was giving myself an opportunity to grade assignments in advance of the due date—eliminating the mad rush of massive grading. Having students submit optional drafts online to the assignment, allowed me to provide comments within the submission, but also within the submission comments window in Webcourses. Then, as the next iteration or final assignment was submitted, I could review my guidance and the student's and my dialogue to see if the errors or omissions were rectified. I've since moved to peer review for larger enrollment courses. After exposing students to the scoring rubric and personalized feedback for two of their own assignments, I have them use the rubric to score their classmates' submissions later in the semester. This not only provides input towards my evaluation of the grade for the submission, but it also allows students to assess themselves according to their classmates' work.

Feedback—Webcourses allows for multiple, systematic methods for feedback. Feedback lets students know if they are getting it or not and it encourages positive behavior. Using the "Message Students Who" feature in the gradebook, allows me to direct students that didn't do so well on a graded assignment to specific content within the course that can help them practice and improve on specific learning objectives. It also allows for an opportunity to praise and encourage those who are doing well. Because students typically have the same struggles each semester, I've developed a "bank" of comments that can be copied/pasted into assignment comment boxes, emails and/or chats.

After completing FCTL's Course Innovation Project on Enhancing Active Learning Using Webcourses, I am more aware of the learning process and the inherent characteristics of it. Equally as important, I know how to employ various strategies using tools in Webcourses. As a student in the process,

I was able to step back and see "what was happening to me" and how I (like our students) might approach a course. It was the intentional active-learning techniques employed by the instructors that drew me in to the course and allowed me to be successful on the journey, but also to retain knowledge through "real learning" that will make me more effective in the future.

References

Fiorella, L., & Mayer, R.E. (2015). *Learning as a Generative Activity: Eight Learning Strategies that Promote Understanding*. New York, NY: Cambridge UP.

Grabinger, R.S., & Dunlap, J.C. (1995). Rich environments for active learning: A definition. *ALT-J, 3*(2), 5-34.

Fostering Metacognition with Online Video Reflection
Cynthia Mejia

Cynthia Mejia is a faculty member in the Department of Foodservice and Lodging at the Rosen College with over 20 years of industry experience in culinary management and hotel operations management. She teaches Facilities Management, Food Supply Chain Management, Techniques of Food Preparation, and Culture & Cuisine. Her areas of research include human resource management, cross-cultural organizational management, and technology acceptance in hospitality organizations.

The benefit to teaching mixed mode or online classes on a regular basis is the opportunity to refine content and instructional design based on student feedback. Through multiple iterations of the same web-based course, instructors may explore ways in which students learn best and then make appropriate changes to assignments, projects, discussions, etc. One example illustrating this process occurred in my Hospitality Facilities Management course within an Americans with Disabilities Act (ADA) module.

Teaching ADA Compliance in the Hospitality Context

For able-bodied students, learning about ADA in any real way is challenging, especially in a mixed mode or full online environment. To address this challenge, we partnered with a wheelchair travel blogger (WheelChairJimmy.com) to create a deliverable which consisted of a short 2–3-minute video of a restaurant, hotel, convention center, or other hospitality/travel-related business. Students were assigned to work with a partner, visit a site in a wheelchair, collect accessibility infor-

mation, and produce a short video from the wheelchair which was uploaded to the blogger's website. This deliverable not only helps wheelchair-bound travelers to make better decisions when planning a visit to a destination, but it also gives students a valuable new perspective on better serving this population in the hospitality industry, potentially impacting guest service practices for years to come.

From Written to Video (Vocal) Reflection

When I first created this multi-layered project, I included a brief written reflection component at the end in order to assess what students learned, determine if they enjoyed the project, and solicit their recommendations for improvement. For three semesters, I received numerous comments which were ultimately woven into the project and did indeed improve subsequent students' engagement and depth of learning. Last semester when I taught this course, I decided to have students record either a video or audio file of the reflection instead of the written responses. Surprisingly, students' reflections (with the exact same questions as the formally written reflection) were more in depth and compelling. This new audio/video mode of reflections unveiled many findings previously undetected, such as *how* students learned about wheelchair accessibility in the hospitality industry, and their strategies for navigating content gaps within their own learning process. The new level of depth in the audio/video reflections revealed the potential of organizing an online course around activities specifically designed to improve student metacognition.

Metacognition

The term "metacognition" refers to a complex human cognitive process simply defined as "thinking about one's thinking," resulting in an improved understanding of oneself as both a thinker and a learner (Desautel, 2009; Flavell, 1987). Wilson and Conyers (2016) used the metaphor, "driving one's brain," to describe a process in which student learning shifts from a passive to an active activity, where students become more conscious, reflective, and empowered along the learning journey (Wilson, 2014). At the heart of metacognition is the reflective process, which is enhanced when learning is (1) self-directed and (2) applicable to students' personal and professional lives.

There are a few conceptualizations of metacognition in higher education, including 2-dimensional (knowledge and regulatory skills) (Schraw, 2001) and 3-dimensional (metacognitive knowledge, metacognitive monitoring, and self-regulation) models (Pintrich, Wolters, & Baxter, 2000). Metacognition research from the online environment tends to focus less on static metacognitive knowledge, and more on the dynamic metacognitive awareness as part of the "conscious experience" of the online learning environment, characterized by cognitive monitoring and cognitive reflection (Akyol & Garrison,

2011, p. 184). Online assignment reflection falls under cognitive monitoring according to Akyol and Garrison's (2011) conceptualization of metacognition in web-based learning. Other potential assessments under cognitive monitoring in the online mode include commenting on a task, problem, or discussion, commenting about the self or others' understanding of the task, making judgements, commenting on a strategy applied, expressing emotion during learning, and vocalizing a motivational state concerning the efforts required in a project (Akyol & Garrison, 2011).

As it pertains to the audio/video reflection I assigned to students upon completion of the ADA and wheelchair traveler project, students commented on their individual paths toward learning about what they had not known previously and how they came to the conclusion that it was worth learning. In addition, through the use of voice, emotional cues were more evident as compared to a text-based reflection. Students reported increased motivation to do well on the project, not only to receive a good grade, but also to better educate themselves for later application in their personal and professional lives. "Thinking out loud" in this case generated more complex thought and self-awareness than in previous text-based reflections.

Metacognitive Teaching Strategies

There are several teaching strategies designed to encourage the metacognitive learning processes of our students, including a variety of pre-course and pre-assignment metacognitive awareness inventories and assessments, thinking and reflecting aloud, concept mapping, metacognitive note taking, written reflections, one-minute summation papers, in-depth post-assessments, providing access to mentors, engaging in team-based learning projects, and discussing mistakes and potential solutions (Malamed, 2012; VIU, n.d.). While the audio/video reflection assignment was offered at the end of the project, best practices for fostering metacognition call for pointed teaching strategies, such as those above, incorporated throughout a course. Gradually, with sound advice generated from metacognitive research in higher education and online learning, as well as our own knowledge gained through trial and error upon multiple course iterations, together can form more meaningful and gratifying educational experiences for our students applicable to life-long learning endeavors.

References

Akyol, Z. & Garrison, D.R. (2011). Assessing metacognition in an online community of inquiry. *Internet and Higher Education, 14*, 183-190.

Desautel, D. (2009). Becoming a Thinking Thinker: Metacognition, Self-Reflection, and Classroom Practice. *Teachers College Record, 111*(8), 1997-2020.

Flavell, J. H. (1987). Speculations about the nature and development of metacognition. In F. Weinert, & R. Kluwe (Eds.), *Metacognition, Motivation and Understanding* (pp. 21−29). Hillsdale, NJ: Erlbaum.

Malamed, C. (2012). Metacognition and learning: Strategies for instructional design. *The eLearning Coach [Online]*. Retrieved from <http://theelearningcoach.com/learning/metacognition-and-learning/>

Pintrich, P.R., Wolters, C.A., & Baxter, G. P. (2000). Assessing metacognition and self-regulated learning. In G. Schraw, & J.D. Impara (Eds.), *Issues in the Measurement of Metacognition*. NE: University of Nebraska-Lincoln.

Schraw, G. (2001). Promoting general metacognitive awareness. In H.J. Hartman (Ed.), *Metacognition in Learning and Instruction: Theory, Research and Practice* (pp. 3—16). Boston: Kluwer.

Vancouver Island University (VIU) (n.d.). Ten metacognitive teaching strategies. *Centre for Innovation and Excellence in Learning [Online]*. Retrieved from <https://ciel.viu.ca/teaching-learning-pedagogy/designing-your-course/how-learning-works/ten-metacognitive-teaching-strategies>

Wilson, D. (2014). Metacognition: The gift that keeps giving. *Edutopia: Brain-Based Learning [Online]*. Retrieved from <https://www.edutopia.org/blog/metacognition-gift-that-keeps-giving-donna-wilson-marcus-conyers>

Wilson, D. & Conyers, M. (2016). *Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas*. Alexandria, VA: ASCD.

Enhancing Student Engagement and Professional Identity Development: Three Innovations in Programmatic Portfolio Infrastructure
Laurie Pinkert

Laurie A. Pinkert is Assistant Professor of Writing and Rhetoric in the College of Arts and Humanities where she directs the Writing and Rhetoric Undergraduate Degree programs including a major, minor, and certificate. Her research investigates the relationships between writing practices, pedagogies, and programs across disciplines. In Spring 2018, she participated in the Enhancing Active Learning Using Webcourses@UCF Course Innovation Project, focusing her attention on further innovating ENC4950: Writing E-Portfolio.

Introduction: Student Portfolios as Culminating Experience

Since the creation of UCF's undergraduate major in Writing and Rhetoric in 2013–2014, the program has included a culminating student portfolio. The inclusion of a portfolio follows practices in similar majors across the country (Scott & Melancon, 2017). In Fall 2016, the undergraduate program began the process of innovating the existing portfolio infrastructures to better support students and provide a culminating signature experience. This article outlines three innovations in the newly implemented portfolio structures that might be adapted by other programs seeking to engage students more purposefully and enhance students' disciplinary and professional identity development through portfolio creation.

Initial Design: The Writing and Rhetoric E-Portfolio Before Fall 2016

The portfolio has always served as a culminating, reflective experience for writing and rhetoric majors at UCF. Initially, the portfolio was introduced in one of the program's core courses where students created an initial online portfolio, often using website builders such as Wix or Weebly. The portfolio was further supported through a web-based resource that outlined the requirements and suggested strategies for development. Additionally, although there was no requirement to do so, some faculty assigned portfolio-facing activities in courses throughout the curriculum. Finally, in order to ensure that students completed the portfolio, a member of the advising team sent graduating students an e-mail, requesting that they send the link to their portfolio to a faculty advisor who would approve the portfolio or request revisions based on requirements listed on the portfolio resource site. This initial model provided a common introduction, a list of requirements, and a mechanism for review, and the revised portfolio model innovates this foundation to more systematically support students in building their professional identity, working individually and collectively to revise for a specific audience and purpose, and connecting the portfolio to disciplinary knowledge and programmatic goals.

Innovation 1: Emphasis on Professional and Disciplinary Identity

The newly implemented portfolio model prompts a significant shift in purpose. Rather than positioning e-portfolios as a repository primarily used by an audience of program faculty for assessment, the new portfolio model re-positions the audience as an appropriate post-graduation reviewer such as a hiring committee, a potential client, or a graduate school admissions committee. This shift moves toward a more integrated model in which they reflect on their professional identity and create a portfolio appropriate to their anticipated professional community. As such, students are no longer told to adhere to a list of requirements but rather are engaged in a process connecting the audience's expectations with the evidence they provide through sample work and framing narratives. Additionally, students write directly to the Portfolio Review Committee in a required cover letter, connecting their employer-focused portfolio choices with the goals for the major. (See Innova-

tion 3 below.) This provides students with an opportunity to speak directly to the reviewers while not requiring them to tailor their portfolios to an academic audience, an especially relevant innovation since most graduating students will not pursue academic careers.

Innovation 2: Purposeful Face-to-Face and Online Activities in a Zero-Credit Course

In order to lead students through the kind of thinking demanded by our emphasis on professional audience- and action-oriented portfolios, our revised portfolio pedagogy includes a required zero-credit course. The course includes three primary mechanisms for student engagement: (1) online discussion posts that engage students in reflective thinking, (2) face-to-face workshops that engage students in activities such as analyzing job ads and aligning their skills with appropriate portfolio evidence, and (3) various feedback options including student-initiated writing groups, consultants from the University Writing Center, and the Portfolio Review Committee. The course is zero-credit and cannot require the same level of engagement as a credit-bearing course, so students select from the engagement categories above to earn a specified number of engagement points in the course. This allows students to select the mode of engagement that best meets their writing and personal needs.

Innovation 3: Broad Faculty Review that Includes Formative and Summative Feedback

Just as the course model above demonstrates a broadening of the support structures for students, our new portfolio model also broadens the review process in significant ways. Rather than having faculty advisors approve portfolios, we developed a B.A. Portfolio Review Committee that relies on the collective expertise of a range of faculty teaching across the department. This shift offers more faculty an opportunity to see advanced student work and provides students the opportunity to engage with more faculty. Additionally, we expanded the feedback process from summative "pass/revise" comments to rubric-based formative and summative review, providing multiple interactions with perspectives across varying professional and disciplinary communities. This builds on what we know about writers needing good feedback as they write, revise, edit, and re-envision their work.

Conclusions: Assessing Impacts and Planning Further Innovation

Having implemented these changes in the program's portfolio infrastructure and pedagogy over a two-year span, we've begun assessing the impact of these changes and developing mechanisms for future innovation. For example, we've integrated questions into our graduating student survey and alumni survey about how students plan to use or have used their portfolios in their job searches. Additionally, we are informing our further development of the portfolio through surveys and focus groups with local employers and hiring managers in writing-related fields, ensuring that our shift in portfolio design is not merely innovative but also responsive to student needs as related to employer expectations. Further, we have begun aligning our capstone course content with the kinds of professional and disciplinary identity-building activities required by this portfolio model, engaging students, for example, in mock job interviews in which they can reference their portfolio.

References

Blake, S. J. and Melancon L. (2017). Writing and rhetoric majors, disciplinarity, and *techne*. *Composition Forum 35*. Retrieved from <http://compositionforum.com/issue/35/majors.php>

Best Wishes to the Faculty Center's Anna Turner as she pursues a Ph.D. in Colorado!

Anna,
You were one of the first to officially welcome me to the Faculty Center team when I joined 4 years ago. Since then, you've become not just a colleague but also a friend. Your energy and enthusiasm have been an inspiration and will serve you well in Colorado. Best of luck on your next adventure!

—Amber

Anna, I'm a better instructional designer because of you. Your ideas inspire me, and your humor has gotten me through some tough times. I will truly miss our book clubs and CIPs, but I know our collaborations will continue (oh yeah, I'm still your instructional designer!!).

Aimee + Anna = Work Besties 4 Life!

Anna, you've been a great colleague to me and a strong supporter of our faculty. I wish you all the best for the future.

—Eric

Anna,
It has been awesome getting to know you and working with you here at the Faculty Center. Thank you so much for all the laughter and great conversations! I wish you the best of luck in your new Colorado adventure!

—Marie

I am so happy for you and congratulations. It was so much fun to work together with you. Maybe I can still find some more pink things for you. You're a great coworker and a good friend. Take care of yourself.

Best wishes,
Kris

Anna, as a reminder, you leave us as the reigning champion of the Unicorn Game, with a total of 10 recorded goals and 2 two-in-a-rows. I'll probably never beat your record, but I'm excited for your new goals!

—Will

Anna, thank you for always supporting me and for teaching me so much about the SCoT program. I hope you have an amazing time in Colorado!!

—Nicole

Working with and learning from you for the past eight years has been an honor and a pleasure. I will miss you intelligence, your passion, and your sense of humor every day, but I'm thrilled to see you take on exciting new challenges.

With love,
Melody

Anna, your knowledge, energy, and commitment to learning were evident the day I took GTA training with you five years ago, and are still evident today. Working with you and learning from you have been incredible experiences. Good luck as you begin your Ph.D. journey!

—Landon

Hi Anna: Best of luck getting that Ph.D…., it is quite a bit of fun and not much work ☺. It was great working with you over the last few years, you were always quick to assist us and gave us workable solutions to any of the issues we were experiencing. I know you will do awesome out there in Arizona, but we will really miss you here.

Best,
Jeff Reinking and the Dixon School of Accounting

It's been such a privilege as a faculty member benefitting from your programming as well as a colleague in FCTL. Your enthusiasm, energy, and teaching excellence will be sorely missed!

—Ann

Submissions

The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full-time and part-time faculty and teaching assistants at all UCF campuses. Its purpose is to provide an exchange of ideas on teaching and learning for the university's community of teachers and scholars. It is envisioned that this publication will inspire more dialogue among faculty whether in hallway discussions, departmental meetings, or in written articles. This represents an opportunity for faculty members to reach their peers throughout the growing UCF community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay. See the guidelines for submission online at <http://www.fctl.ucf.edu/Publications/ FacultyFocus/submission.php>. Please send your submissions to fctl@ucf.edu.

The ideas and opinions expressed in the articles featured in the *Faculty Focus* belong to the authors and do not necessarily reflect those of the Faculty Center or of UCF.

Faculty Center for Teaching and Learning
Division of Teaching and Learning

UCF

Karen L. Smith Faculty Center for Teaching and Learning
P.O. Box 160066 CB1-207
Orlando, FL 32816-0066
407-823-3544

Check us out online!
www.fctl.ucf.edu