UNIVERSITY OF CENTRAL FLORIDA

2015 Summer Faculty Development Conference

May 11th–14th

Conference at a Glance

	Monday, May 11th	Tuesday, May 12th	Wednesday, May 13th	Thursday, May 14th
8:00–8:30	Coffee and conversation	Coffee and conversation	Coffee and conversation	Coffee and conversation
8:30–9:30	Track/Cohort Meetings Registration in track rooms	Concurrent sessions	Concurrent sessions	Track/Cohort Meetings and poster preparation (8:30-10:30)
9:45–11:00	Keynote Presentation CB1-104	Recruiter Panel CB1-104	Foundations of Excellence Panel CB1-104	Showcase in Student Union Cape Florida Ballroom (10:45-12:00)
11:15–12:15	Concurrent sessions	Concurrent sessions	Concurrent sessions	
12:15–1:15	Lunch on your own	Lunch on your own	Lunch on your own	
1:30–2:30	Sessions/Project Time	Sessions/Project Time	Sessions/Project Time	
2:45–3:45	Sessions/Project Time	Sessions/Project Time	Sessions/Project Time	

MONDAY, MAY 11

Welcome to the 2015 UCF Summer Faculty Development Conference. Our conference themes this year focus on innovations in engaged learning and faculty and student success. The conference program offers: presentations and workshops to help you envision new pedagogies and curriculum changes, opportunities to encourage engagement for your students, opportunities for interdisciplinary collaboration, and discussions about teaching, scholarship, and faculty success.

Support staff from the following offices will be available to assist you:

Faculty Center for Teaching & Learning	Center for Success of Women Faculty
Office of Diversity and Inclusion	Office of Experiential Learning, Internships, Service-Learning
Office of Instructional Resources	Office of International Studies
Student Development & Enrollment Services	Office of Research & Commercialization: STEM Proposal Writing
Writing Across the Curriculum	Center for Distributed Learning
UCF Libraries	Quality Enhancement Plan Office

All participants are expected to attend the morning sessions. You may choose to attend afternoon sessions or use that time to meet in open rooms in CB1 to work on your projects.

Coffee and Conversation	8:00–8:30
	CB1-104 foyer

Track/Cohort Meetings and Registration	8:30–9:30
Curriculum Mapping and Program Assessment	CB1-205

Melody Bowdon, Executive Director, Faculty Center
Hank Lewis, Coordinator, Undergraduate Studies

Interactive Teaching and Active Learning	CB1-103

Eric Main, Associate Director, Faculty Center

Peer Evaluation of Teaching   CB1-105
   Erin Saitta, Assistant Director, Faculty Center

Teaching with Technology   CB1-212
   Anna Turner, Instructional Specialist, Faculty Center

Connecting Research and Teaching   CB1-122
   Dan Murphree, Faculty Center and College of Arts & Humanities

Experiential Learning   CB1-109
   Ulla Isaac, Interim Director
   Amy Zeh, Assistant Director

STEM Proposal Writing   CB1-112
   Debra Reinhart, Assistant Vice President, Office of Research & Commercialization

Center for Success of Women Faculty   CB1-117
   Linda Walters, Director

Writing Across the Curriculum   CB1-119
   Pavel Zemliansky, Director

International Studies   CB1-120
   Holly Bouma, Associate Director

Diversity and Inclusion   CB1-218
   Barbara Thompson, Assistant Director

Undergraduate Research   CB1-220
   Kimberly Schneider, Director

Student Development and Enrollment Services   CB1-308
   Stacey Malaret, Director, LEAD Scholars Academy

Keynote Presentation

Developing the Ethical Obligations of Citizenship

Stephen Black, grandson of U.S. Supreme Court Justice Hugo L. Black, grew up in New Mexico after most of his family left the state in the 1950's and 60's following his grandfather's role in controversial Civil Rights decisions, including *Brown v. Board of Education*. Mr. Black received his bachelor's degree from the University of Pennsylvania, where he graduated magna cum laude, and his Juris Doctorate from Yale Law School in 1997. Following his graduation from law school, he returned to Alabama to join the Birmingham law firm Maynard, Cooper & Gale, PC. After three years with the firm, he was called to public service—serving for a brief time as an assistant to the Governor focusing on policy and economic development projects. Encouraged by the enthusiasm of thousands of students he encountered when speaking across the state, he turned his focus to founding and leading the Center for Ethics & Social Responsibility at the University of Alabama, where he has served as Director since 2004.

In 2004, Mr. Black also founded Impact Alabama: A Student Service Initiative and currently serves as its President and Chairman of the Board. In October, 2014, Impact Alabama became Impact America with pilot efforts beginning in three states and a full expansion planned for Tennessee in 2015. Housed at the UA Center for Ethics & Social Responsibility, Impact America is an award-winning nonprofit with a staff of 53 full-time college graduates who have provided more than 7,000 college students the opportunity to participate in structured service projects designed to promote learning and leadership development. In 2013, Mr. Black was asked by Chancellor Robert E. Witt to serve as Special Advisor to the University of Alabama Chancellor for Outreach and Community Engagement.

Session Description: Our institutions of higher education cannot, in good conscience, merely be occasional volunteer providers for the poor. Often best situated to offer vision, credibility, and leadership, our colleges and universities must participate in helping Americans increase the realm of duties we define as ethical responsibilities. Especially those with college degrees must realize that with the privilege of being better educated than two-thirds of our nation's population comes an obligation—an obligation to understand that every individual's life has dignity and worth, and everyone's health, education, and potential to succeed is worth fighting for.

Concurrent Sessions   11:15–12:15

A1 Follow-Up with Stephen Black   CB1-103

Participants are invited to join Stephen Black for a follow-up discussion on points raised during his keynote or to brainstorm ideas for UCF programming.

A2 Do *You* Know What They *Don't* Know?   CB1-105
How Students Approach Research Assignments

Min Tong, UCF Regional Campus Librarian, Valencia/West; and Peggy Nuhn, UCF Regional Campus Librarian, Seminole State

Through classroom and embedded instruction experiences and one-on-one instruction at the reference desk, librarians bring a unique perspective to students' understanding of the research process. Despite being savvy with social media and Web 2.0 applications, students typically don't understand the difference between information that is gleaned from a library database and that which is typically found in a Google search. In this session, two Regional Campus librarians will share what they have learned through experience in working with students, together with findings from literature reviews about college student research habits. They will also share benefits of faculty-librarian collaboration in the construction of research assignments and effective use of librarian-led class instruction in research.

A3 Service-Learning: Nuts & Bolts   CB1-109

Amy Zeh, Service-Learning

This session is a primer for newcomers to service-learning or for faculty who want to refresh their knowledge of service-learning fundamentals. Come and hear what service-learning is all about and how it might fit with your curriculum.

A4 STEM Outreach and Education   CB1-112

Melissa Dagley, UCF iSTEM

Melissa Dagley will discuss the STEM Outreach and Education opportunities available at UCF and how faculty can participate. Ample time will be spent on ways to incorporate these activities into research proposals and the support that can be provided by the Center for Initiatives in STEM (iSTEM).

A5 Career Progressions CB1-117

Cynthia Young, Interim Vice Provost, Faculty Excellence and International Affairs and Global Strategies

In the academy we focus on our three university missions of teaching, research, and service; rarely do we focus on our own career progressions. In this session the speaker will share some self-reflection strategies associated with deliberate career mapping. This session would be valuable to junior and mid-career faculty focused on promotion as well as faculty interested in university leadership roles.

A6 Designing Writing Assignments to Improve Students' Critical Thinking and Deep Learning CB1-119

Pavel Zemliansky, Lindee Owens, and Steffen Guenzel, College of Arts & Humanities

This presentation will address the theoretical rationale and practical steps necessary for the creation and teaching of writing assignments designed to improve students' critical thinking and deeper learning. Based on the instructional design model of writing across the curriculum, the presentation will provide teachers with practical assignment design, teaching, and assessment strategies for the classroom.

A7 Improving Student Learning by Design CB1-122

Alisha Janowsky, College of Sciences; Kacie Tartt, Anne Prucha, and Peter Telep, College of Arts & Humanities; and Sejal Barden, Donna Frazee, and Irina McLaughlin, College of Education & Human Performance

During the spring semester, a group of faculty members participated in a course design project through the Faculty Center that focused on creating significant learning experiences for students in a variety of courses. These panelists will share their discoveries and revisions for increasing student learning and engagement.

A8 Mobile Essentials and eTextbook Essentials for Faculty CB1-212

Luke Bennett and John Raible, Center for Distributed Learning

This session will introduce two of UCF's new professional development courses: Mobile Essentials and eTextbook Essentials. The courses were derived from the results of the 2012 CDL Mobile/E-Textbook Survey which indicated the need for faculty professional development on mobile technologies and mobile content. Both courses are fully online, self-paced, and modular. Each course includes an overview with definitions, common barriers to integration, pedagogical considerations, and practical examples.

A9 **Winds of Change for UCF Diversity and Inclusion**   CB1-218

Karen Morrison, Chief Diversity Officer, Office of Diversity and Inclusion
With a restructure of the Office of Diversity and Inclusion and designation of a Chief Diversity Officer (CDO) for the university, UCF has committed new energy to its goal of becoming more inclusive and diverse. The new CDO is charged with improving campus collaboration and communication, developing strategic action for improvement, and advancing a culture that welcomes and values diversity across a broad spectrum of experience. Morrison will describe her early impressions of UCF's challenges, priorities, and initiatives impacting faculty, staff, and students.

A10 **Students Perceptions of Hazing at UCF**   CB1-308

Germayne Graham, LEAD Scholars Academy
Are you interested in learning about students' perceptions of hazing at UCF? Do our students think that hazing is a problem? How does UCF compare to the national trends in hazing? Please join us for a presentation regarding students' perceptions of hazing at UCF. This workshop will highlight the results of the hazing perception survey of UCF students administered by the National Hazing Research Consortium at the University of Maine.

Lunch on Your Own   12:15-1:15

Bring your own lunch and work with groups, or purchase lunch at any of the on-campus restaurants that are open in the Student Union: Domino's, Joffrey's Coffee, Mrs. Field's Bakery, Qdoba, Smoothie King, Subway, Topper's Creamery, and Wackadoo's Grub & Brew. Offerings are also available near the CFE Arena.

Concurrent Sessions/Project Time   1:30-2:30

Project Time   Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1, or attend any of the other sessions.

B1 **What's Next: Integrative Learning for Professional and Civic Preparation**   CB1-104

Melody Bowdon, Faculty Center for Teaching & Learning; Blake Scott, College of Arts & Humanities; and Hank Lewis, Undergraduate Studies

The vision of the 2016 Quality Enhancement Plan (QEP) is that students will graduate with *integrative learning experiences* that have prepared them for their professional and civic goals, the ability to *persuasively articulate and demonstrate their skills*, and the capacity to *transfer their skills and intentional learning strategies* to new contexts. Consequently, graduates will be able to successfully enter and participate in the next steps of their professional and civic lives. Join us in this session as we discuss the basics of the QEP as required by our accrediting body (SACSCOC), the vision and goals of the UCF QEP, and potential projects and student learning outcomes. Share your input as we begin the implementation phase of the QEP.

B2 **Podcasting in the Classroom: A DIY Media**   CB1-212

Robert Cassanello, College of Arts & Humanities

This session will examine how instructors can incorporate a podcast into the classroom. Podcasting is a media format which may on the surface resemble radio or television, but any student with a smartphone and a computer can record, edit, and distribute a podcast. Thus, the podcast can be produced by any student and is an excellent way for students to research, assemble, and produce knowledge in short-form audio or video segments. This session will demonstrate the podcasts produced in one such class with the necessary tools, instructions, and best practices for incorporating such a project.

B3 **Project CEO: Taking Students from the Classroom to the Boardroom via the Bridge of Involvement**   CB1-308

Michael Preston, Director, Office of Student Involvement

The National Association of Colleges and Employers identified 10 skills as the most desirable by employers in new college graduates. The presenter will share data gathered from Project CEO, a national benchmarking study that was developed as a collaboration between the University of Central Florida, Stephen F. Austin State University, and Campus Labs. The project is focused on ways students are developing these skills outside of the classroom and offers opportunities to apply direct measures of student learning to specific areas. Participants will learn how best to infuse employability into their program areas.

B4 **Professor Moms & Dads: Balancing Parenting with Teaching and Research** CB1-117

Kimberly Voss, College of Sciences

This panel will feature faculty members offering their advice about various parenting topics including picking a daycare or nanny, balancing a research agenda and parenting, and teaching options for when children get sick.

Concurrent Session/Project Time 2:45–3:45

Project Time Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1, or attend session C1.

C1 **Curriculum Mapping Workshop** CB1-205

Melody Bowdon, Faculty Center for Teaching & Learning; and Hank Lewis, Undergraduate Studies

Curriculum mapping is a strategy for aligning program-level expectations and instructional practices. It helps faculty identify, schedule, and assess key components of the curriculum. This session will help you get started on creating a curriculum map and applying it to support your program assessment.

TUESDAY, MAY 12

Coffee and Conversation	8:00–8:30
	CB1-104

Concurrent Sessions	8:30–9:30

D1 Innovative Teaching & Learning: Mathematics — CB1-103

Tammy Muhs, College of Sciences

Capture the minds of students and peers alike through innovative use of adaptive learning. Mathematics is pushing the frontiers of learning through its implementation of an adaptive college algebra course that is textbook independent. This session will provide a closer look at the types and benefits of adaptive learning and include a look at the spring 2015 pilot course built on an adaptive learning platform supported by UCF.

D2 Classroom Observations and Student Consultants on Teaching — CB1-105

Fatema Hassanali, Erin Saitta, and Catherina Vernon, Faculty Center for Teaching & Learning; and Alisha Janowsky and Gino Perrotte, College of Sciences

This session will discuss ways that classroom observations can provide feedback and support. The basics of arranging a peer observation will be discussed along with two Faculty Center services: classroom observations for faculty development and student consultants on teaching. The new student consultants on teaching service, which was piloted this spring, will be introduced by students and faculty who participated in the inaugural collaborations.

D3 Service-Learning Projects and Student Groups — CB1-109

Meredith Tweed, College of Arts & Humanities; Thomas Bryer and Stephanie Krick, College of Health & Public Affairs; and Geraldine Luzincourt, College of Nursing

An interactive panel discussion that focuses on effective organization of students working on service projects in groups.

D4 Successful Research Collaborations CB1-112

Steve Fiore, Institute for Simulation & Training
Science has long recognized the challenges associated with interdisciplinary research—from the tacit norms associated with the discipline-bound university department to the difficulty inherent in communicating and collaborating across disciplines. Despite this fact, we have continually struggled with overcoming the challenges arising from interdisciplinary interaction. This is a particularly complex form of collaborative cognition where knowledge from varied fields needs to be elicited and integrated. In this talk Fiore will discuss interdisciplinary research in the context of team science. He will focus on how team science can support a broad swath of collaborative research of tremendous societal importance.

D5 The Clinton Global Initiative University CB1-120

Hannah Ehrli, Orange County Public Schools
Join Hannah Ehrli as she discusses UCF's participation in the Clinton Global Initiative University. Ehrli is a doctoral candidate in the National Urban Special Education Leadership Initiative (NUSELI) at UCF and a National Board Certified teacher. She has presented in Eastern Europe and formed the Serbian NGO, Little Tesla. She works with the Abbey School in Surrey, England and Haitian schools. She is a CEC, (DISES) member, Florida CEC Board, and the State Advisory Council for the Florida DOE. She is forming a Florida DISES Division. She was awarded 2012 Teacher of the Year for The Council for Exceptional Children. She was selected as a scholar for the Clinton Global Initiative University (CGIU) in 2013 and has been asked by the Foundation to remain as a mentor to new projects. She is a 2015 Order of Pegasus Award recipient.

D6 UCF Faculty as Public Intellectuals CB1-122

Dan Murphree (Moderator), College of Arts & Humanities; Stephen Kuebler and Terri Fine, College of Sciences; and Naim Kapucu, College of Health & Public Affairs
During the 2014–2015 academic year, UCF faculty from different disciplines and backgrounds contributed their ideas on the meanings of "Public Intellectual" in modern society to a recently published issue of *Faculty Focus*. In this panel, four of these authors will discuss their viewpoints as well as how UCF faculty should engage the role of "Public Intellectual" in the local community and elsewhere.

D7 **UCF Apps: Empowering Your Students with the Software They Need for Your Course Anytime, Anywhere, and on Any Device** CB1-212

JP Peters, College of Sciences

This session will introduce UCF Apps and demonstrate the programs and features offered by the service, including AMOS, ArcGIS, Microsoft Office products, SPSS, and more. Also, see how you can use UCF Apps in conjunction with Knights Mail and Webcourses.

Recruiter Panel 9:45–11:00

CB1-104

Bradley Loomis (Moderator), Employer Relations, UCF Career Services; S. Wes Byron, Human Resources Representative—Staffing, Universal Orlando Resort; Kara Colangelo, Ph.D., Manager of University Recruiting, Talent Acquisition, Siemens Corporation; Chanda K. Jordan, Talent Acquisition Specialist, Enterprise Holdings; Maria Pacheco, Associate Director of Talent Acquisition, Loews Hotels at Universal Orlando; and MPO Lionel Santiago, Recruiter, Orlando Police Department

As part of educating our students, we are often called on to address the challenges they face in bridging their academic experiences with life outside college learning environments and the challenges they will face when they enter their professions beyond graduation. Please join this panel of industry recruiters and human resources experts to hear about their experiences recruiting and working with recent graduates.

Concurrent Sessions 11:15–12:15

E1 **Innovations in Teaching & Learning: Choose Your Own Adventure– Multiple Approaches to Teaching Introductory Physics** CB1-103

Jackie Chini and Jeff Bindell, College of Sciences

This session will highlight several instructional approaches currently used to teach introductory courses in the Physics Department at UCF. Inspired by results from physics education research, current course offerings vary from traditional lecture and laboratory to student-centered studios to an experimental adoption of Eric Mazur's project-based course, with no lectures and no tests. We will describe these techniques and analyze their success both by presenting data about student learning and attitudes toward physics and discussing our personal teaching experiences. While our experiences have been in physics, these strategies have been used in many disciplines and the session will be approachable by all instructors.

E2 **Meet STARS (and Learn How to Become Part of the Growing Constellation!)** CB1-105

Greg Seymour, bepress; and Lee Dotson, UCF Libraries

UCF Libraries received technology fee funding to start an institution-wide digital repository. It has been named STARS, Showcase of Text, Archives, Research & Scholarship. By sharing intellectual and creative outputs in a central site in the cloud, STARS will allow faculty and students to showcase their work and make outputs available to expand and enhance research, teaching, and learning. Some examples of material usually found in these repositories include faculty research data, historical collections, audio, video, scholarly works, original publications, open access journals, online books, white papers, presentations, posters, conference proceedings, electronic theses and dissertations (which are currently housed as a local digital collection), student honors papers, and student research. Join us and learn more about how STARS works and can help you showcase your scholarship.

E3 **Online Service-Learning Courses** CB1-109

Leandra Preston-Sidler, Women's Studies Program at Regional Campuses

This session will provide practical tools and invite discussion about service-learning in online classes, including strategies, ideas, and specific examples. Many professors avoid service-learning in online classes, but the right approach(es) can greatly enhance web classes.

E4 **Developing Evaluation and Assessment Plans** CB1-112

Bonnie Swan, Program Evaluation and Educational Research Group, College of Education & Human Performance

Swan will share insight and tips about evaluation design for different stages: from choosing the right approach, designing methods, agreements, gathering data, and reporting to help demonstrate a project's worth and make a positive difference. She will also share how to frame your ideas by choosing the right approach from many that are available. Ample time will be provided for Q&A and discussion.

E5 **Family Stories: Using Yoga to Connect Stories and Folklore to Our Lives** CB1-117

Deirdre Englehart, College of Education & Human Performance

Yoga and Storytelling classes will be based on Vinyasa or flow yoga. This type of yoga focuses on the coordination of breathing and movement. It will include fundamental yoga postures and sun salutations that can be adjusted to different levels. Stories, in the form of folk literature, will be integrated into the yoga classes. Please bring your own yoga mat, and dress comfortably.

E6 **Women's Academy for the Future of Women**   CB1-120

Suzanne Martin and Shiva Jahani, College of Education & Human Performance
Please join our panelists for a discussion of the Women's Academy for the Future of Women, including UCF's emerging plans to join the initiative and how it can enrich your curriculum and professional development opportunities, and give you access to a network of professionals working to cultivate leadership in women.

E7 **What's New in Webcourses/Tips and Tricks**   CB1-212

Ginan Jobarah, Center for Distributed Learning
A review of the newly added, most popular, and most useful features in Webcourses@UCF. Includes tips and tricks to make setting up and managing courses easier.

E8 **Undergraduate Research 101**   CB1-220

Kimberly Schneider, Director, Office of Undergraduate Research
This session will provide an overview of the opportunities and programs available to undergraduates who are working with UCF faculty on research and creative scholarship. This includes structured programs, grants, and dissemination outlets offered campus-wide for students working with a faculty mentor. Participants will also learn about the database that has been developed to document student and faculty participation.

Lunch on Your Own   12:15-1:15

Please see lunch options from Monday on page 6.

Concurrent Sessions/Project Time   1:30–2:30

Project Time   Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1, or attend any of the other sessions.

F1 **How to Utilize OEAS Knowledgebase to Obtain Survey Results**   CB1-103

Veena Garib, Career Services; and Uday Nair, Operational Excellence and Assessment Support
Knowledgebase is a secure portal that provides central access to Operational Excellence and Assessment Support's (OEAS) statistical and survey study reports. Attendees will learn how to gain access to OEAS Knowledgebase and how to view results from the following surveys: Entering Student Survey, Graduating Student Survey, First Destination Survey and National Survey of Student Engagement. This session will focus on the results of the First Destination Survey.

F2 **Flipping the Classroom** CB1-105

Shaun Bauer and Dan Murphree, College of Arts & Humanities; Erin Saitta, Faculty Center for Teaching & Learning; and Cherie Yestrebsky, College of Sciences
Flipping the classroom, also referred to as inverted instruction, is a teaching method where out-of-class time is used to introduce content (often through online lectures) freeing up face-to-face time for in-class activities and practice. This session will feature a panel of multidisciplinary faculty who will discuss the ins-and-outs of the flipped teaching method based on experiences from flipping their own courses.

F3 **Best Practices in Contracts and Grants** CB1-112

Jennifer Shambrook, Research Programs & Services, Office of Research & Commercialization
Shambrook will share common mistakes and best practices in getting research proposals submitted and awards managed. She brings many years of experience in research contracts and grants to her discussion.

F4 **Designing Assignments to Teach Disciplinary Writing Conventions** CB1-119

Pavel Zemliansky, Lindee Owens, and Steffen Guenzel, College of Arts & Humanities
After surveying writing studies theory and research relevant to the teaching of disciplinary writing conventions, this presentation will offer instructors practical advice on the design, teaching, and assessment of discipline-specific writing assignments. The topics covered will include the teaching of citation systems, structures of discipline-specific writing genres, and others. Special emphasis will be given to the connection between writing and learning objectives and outcomes.

F5 **Intercultural Competency Assessment Tools** CB1-120

Katie DeGuzman, Office of International Studies
During this session, DeGuzman will provide an overview of several of the most commonly used assessment tools for measuring intercultural competency, and how we can integrate them into our international curriculum at UCF.

F6 **Share Your Online Teaching Practices with the World!** CB1-202

Kelvin Thompson and Baiyun Chen, Center for Distributed Learning
You are invited to join the Teaching Online Pedagogical Repository (TOPR) writing session and complete a TOPR entry with us. We will meet and brainstorm ideas for 15 minutes and then start writing. Your entry will be featured in the TOPR Press Release Spring 2015. Authors of complete entries will be entered into a drawing for a gift card.

TOPR is emerging as a go-to destination for faculty/designers in search of ideas for online and blended courses. Each entry is highly focused on one teaching practice with a solid description, concrete example(s), relevant professional practice or research literature, and key words connecting to other practices. TOPR is available publicly on the web at http://topr.online.ucf.edu.

F7 **How to Integrate Research throughout a Department** CB1-220

Kenneth Teter, College of Medicine
The Burnett School of Biomedical Sciences offers three curricular, research-oriented programs: Peer Instruction and Laboratory Occupation Training; Group-Effort Applied Research; and the Program for Undergraduate Research Experience. The programs involve multiple faculty members within the Burnett School and have expanded undergraduate opportunities for hands-on training in molecular biology. This presentation will provide an overview of the programs, discuss lessons learned during their implementation, and consider how they could be adapted to other disciplines.

Concurrent Sessions/Project Time 2:45–3:45

Project Time Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1, or attend session G1.

G1 **Integrating Research into the Curriculum: Case Studies from Several Disciplines** CB1-220

Michael Rovito, College of Health & Public Affairs; Linda Walters, College of Sciences; and Martha Garcia and Mary Tripp, College of Arts & Humanities
The objective of this workshop will be an interactive dialogue by a multidisciplinary faculty team sharing the several phases of the implementation of a pilot program to integrate research competence in undergraduate courses. The pilot consists of the incorporation of students working with faculty as peer research consultants.

WEDNESDAY, MAY 13

Coffee and Conversation	8:00–8:30

Coffee and refreshments sponsored by Springer — CB1-207

Concurrent Sessions	8:30–9:30

H1 Student Accessibility Services and Faculty: A Vital Partnership — CB1-103

Pamela Rea, Student Accessibility Services; and Alisha Janowsky, College of Sciences
This session will look at barriers that face students with disabilities in the classroom and discuss opportunities for faculty to assist in alleviating these barriers while maintaining the essential requirements of courses.

H2 Experiential Learning and Employer Partnerships — CB1-109

Sandra Macaulay Leon-Barth, Faculty Coordinator, Office of Experiential Learning (Moderator); Eileen Smith, Director, E2i Creative Studio; Stephanie Shank-Beasley, PMP, AON Hewitt; Marina Benedico, PHR, AAA; Ryan Norman, Manager, Starwood Vacation Ownership
Please join us to learn about industry partnerships with the Office of Experiential Learning as well as the learning experiences provided by these co-educators to our internship and co-op students. Our panelists will be sharing the mentoring process with students, and structures that are in place to make the students' internship/co-op experience successful, as well as how employers work with the Office of Experiential Learning to document student learning outcomes.

H3 Integrating Research and Education, Addressing NSF Merit Criteria — CB1-112

Debbie Reinhart, Office of Research & Commercialization
A critical aspect of preparing an NSF proposal is addressing NSF merit criteria, intellectual merit, and broader impacts. In addition, for those writing a CAREER proposal, approaches to integrating research and outreach/education successfully will be discussed. Specific examples will be shared regarding UCF resources available to support broader impacts.

H4 **Information Security Awareness** CB1-113

Chris Vakhordjian, Information Security Office
The university's proprietary information is at risk every day, and it's not just information in jeopardy. Data breaches cost money, reputation, and potentially clients. Unfortunately, many breaches result from a lack of employee awareness of the security risks inherent in their actions. Information security demands that every employee practice proactive, security-conscious behavior. The goal of this session is to bring an understanding of the latest information security issues, concerns, and practices to minimize the university's IT risk.

H5 **Internationally-Focused Area Studies** CB1-120

Join the College of Arts and Humanities in an informational session on internationally focused area studies programs at UCF and learn how they can enhance your curriculum, offer students options for a global focus, and provide you connections around the world. UCF's internationally focused area studies programs include Women's Studies (global feminism), Judaic Studies, Asian Studies, Africana Studies, and Middle Eastern Studies.

H6 **UCF Faculty Address the STEM/Non-STEM Debate** CB1-122

Dan Murphree (Moderator), Natalie Underberg-Goode, Lindee Owens, and Maria Redmon, College of Arts & Humanities; and Cindy Bayer, College of Sciences
Public debates over the importance of STEM disciplines and non-STEM disciplines at universities have gained much attention in recent years. During the Fall 2014 semester, a group of UCF faculty representing both STEM and non-STEM fields participated in a Faculty Center seminar devoted to exploring these debates and examining their foundations and consequences. In this panel, four participants in this seminar will discuss what they learned and how the UCF community should approach STEM and non-STEM issues on campus today and in the future.

H7 **TeachLive Presentation: Mentoring Our New Colleagues** CB1-202

Cynthia Walters, College of Education & Human Performance
The TeachLive Mixed-Reality environment will be used to provide an opportunity to practice challenging faculty-faculty mentoring situations to better equip all UCF faculty for the arrival of 200 new colleagues in the coming months. Additional faculty leadership scenarios will also be presented as time permits.

H8 **Extending the Functionality of Webcourses@UCF via Custom-Built Integrations**   CB1-205

Francisca Yonekura and Shea Silverman (Facilitators), Center for Distributed Learning; Farrah Cato and George Weremchuk, College of Arts & Humanities; Dipendra Singh, Rosen College of Hospitality Management; and Beth Nettles, College of Electrical Engineering & Computer Science

Join CDL staff and faculty panelists who will be sharing their experiences and lessons learned using the various Webcourses@UCF exclusive integrations. Apps and features such as Action Icons, OneSearch lite, Class Photos, and ProctorHub are available to enhance productivity and the facilitation of online courses.

H9 **Get to It with UDOIT**   CB1-212

Jacob Bates and John Raible, Center for Distributed Learning

The Center for Distributed Learning won a grant from Instructure, the company behind Webcourses, to create a tool called the Universal Design Online [content] Inspection Tool (UDOIT pronounced "You Do It"). UDOIT enables faculty to identify accessibility issues in Webcourses. It will scan a course, generate a report, and provide resources on how to address accessibility issues. This session will explore UDOIT's purpose and functionality.

Foundations of Excellence Panel   9:45–11:00

CB1-104

Manoj Chopra, Interim Vice Provost for Teaching & Learning and Dean of Undergraduate Studies; Chuck Reilly, College of Engineering & Computer Science; Jennifer Sumner, Regional Campuses Administration; Chanda Torres, Student Development & Enrollment Services; and Blake Scott, College of Arts & Humanities

The Foundations of Excellence is a national self-study program, in partnership with the John N. Gardner Institute for Excellence in Undergraduate Education, that promotes awareness of experiences unique to transfer students and bridges gaps between academic and student affairs support to achieve greater retention and graduation rates. Many faculty and staff members have been involved in various subcommittees of the initiative. This panel will offer updates on the initiative, discuss future efforts, and answer your questions.

I1 **Revolutionizing Classroom Resources with UCF Authors, the Library, and Springer** CB1-103

Sarah Schulman, Account Development Specialist at Springer
Did you know that Springer, a world leader in publishing STEM content, is home to hundreds of authors with ties to the University of Central Florida? Did you also know that nearly all of this content is available at the UCF library? During this session, attendees will see an in-depth analysis of research trends in publishing among UCF authors from past to present, and how to easily find the content through your library's website. Additionally, learn how Springer's unique print-on-demand service and "zero digital rights management" policy makes these resources an excellent choice for classroom use and supplementary teaching materials. There will also be time for everyone to ask questions and share their own experiences.

I2 **Accreditation of Academic Internships** CB1-109

Ulla Isaac, Office of Experiential Learning
This session will provide information about the criteria and standards established for accreditation of academic internships.

I3 **Recruiting Underrepresented Students** CB1-112

Ola Nnadi, College of Engineering & Computer Science
Nnadi will share her experiences in recruiting and retaining underrepresented STEM students.

I4 **Grant-Writing Strategies and Forum on Faculty-Centric Support for International Affairs and Global Strategies** CB1-120

Cynthia Young, Interim Vice Provost, Faculty Excellence and International Affairs and Global Strategies
The workshop will be divided into two parts:
1) Strategies for Obtaining International Grants: Young has extensive experience in grant writing at the College of Sciences. She will share her best tips and grant-writing secrets.
2) A Discussion on Faculty-Centric Support for International Affairs and Global Strategies (IAGS): Young will give an overview of IAGS and seek faculty input on UCF's globalization initiatives.

15 **Understanding the Tuning Project: Promoting Discipline Clarity and Professionalizing Students in Your Courses** CB1-122

Dan Murphree, College of Arts & Humanities

This session will provide an overview of the global Tuning Project and how this initiative can be adopted at UCF to help students and others better understand the goals and "real-world" application of your disciplines/majors.

16 **Online Alternatives to Short-Term Study Abroad** CB1-212

Wendy Howard, Center for Distributed Learning; and Bernardo Ramirez, College of Health & Public Affairs

Come see a live demo of how online technology can be used to provide students with an international experience when traveling abroad is not a viable option for them. Instructional Designer Wendy Howard and Associate Professor Bernardo Ramirez will share their experience using web-conferencing tools on a recent study abroad trip in Brazil to include students and faculty back in the U.S. in site visits and discussions with global health systems experts in the field. In addition to discussing lessons learned and best practices, they will also provide resources for those who would like to employ similar strategies in their courses.

17 **Project CEO–Taking Students from the Classroom to the Boardroom via the Bridge of Involvement** CB1-308

Michael Preston, Director, Office of Student Involvement

The National Association of Colleges and Employers identified 10 skills as the most desirable by employers in new college graduates. The presenter will share data gathered from Project CEO, a national benchmarking study that was developed as a collaboration between the University of Central Florida, Stephen F. Austin State University, and Campus Labs. The project is focused on ways students are developing these skills outside of the classroom, and offers opportunities to apply direct measures of student learning to specific areas. Participants will learn how best to infuse employability into their program areas.

Lunch on Your Own 12:15–1:15

Please see lunch options from Monday on page 6.

Concurrent Sessions/Project Time 1:30–2:30

Project Time Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1, or attend any of the other sessions.

J1 Title IX's Requirements for Addressing Sexual Harassment in University Environments   CB1-103

Maria Beckman, Equal Opportunity & Affirmative Action Programs

Title IX of the Educational Amendments of 1972 is a federal law that prohibits sex discrimination in programs and activities that receive federal financial assistance including university programs. Title IX used to be known primarily as the law that required universities to have equitable athletic opportunities for female and male students. More recently, the federal government has been highlighting Title IX as a way to combat sexual assault on university campuses because sexual harassment, including sexual assault, is sex discrimination. Title IX, and the interpretive guidance issued by the federal agency that enforces Title IX, the U.S. Department of Education's Office of Civil Rights (OCR), places significant requirements on universities to identify, investigate, address, and prevent the occurrence of sexual assault and to support victims. At last count, OCR is investigating 90 colleges and universities (not UCF) that have been accused of failing to meet these requirements. It is important that we continue to meet and exceed Title IX's requirements in order to ensure that UCF is a safe educational, working, and living environment. Every UCF community member has a responsibility to help. Please join me for a discussion about how you can help.

J2 Intellectual Property Laws and Issues   CB1-105

Sandra Sovinski, Associate General Counsel, Office of Research & Commercialization

Join Sovinski for a presentation and discussion about intellectual property in academia. The session will provide a general overview of patent, trademark, and copyright laws

J3 Roundtable Discussion: The Future of Writing in the Disciplines at UCF   CB1-119

Pavel Zemliansky, Lindee Owens, and Steffen Guenzel, College of Arts & Humanities

During this roundtable, we invite participants to share their experiences with trying to teach discipline-specific writing in their courses and to consider how such instruction can be done differently or better in the future. We are particularly interested in our colleagues' ideas about the current and possible future relationships between their classroom practices and university and state-mandated policies such as the Gordon Rule.

J4 **Minds on Fire: How Role-Immersion Games Transform College** CB1-122

Peter Telep, Keri Watson, and Dan Murphree, College of Arts & Humanities; and Eric Main, Faculty Center for Teaching & Learning

During the spring semester, a group of faculty members participated in a book club offered through the Faculty Center. We read *Minds on Fire* by Mark C. Carnes and discussed ways to adopt role-immersion strategies and "gamification" techniques into our classes. This panel of participants will share their thoughts about the book and will offer ideas for increasing student engagement.

J5 **Fulbright Scholars Program** CB1-202

Denise Young, Associate Vice President, Regional Campuses Cocoa and Palm Bay (Moderator); Po-Ju Chen, Rosen College of Hospitality Management; Thomas Brewer, College of Education & Human Performance; Eric Hoffman, College of Sciences; and Kathryn Seidel, College of Arts & Humanities

Want to spend a funded year abroad and add to UCF's international prestige? If yes, the time to begin your application for the summer deadline is now. Learn how to successfully apply from a panel of former UCF Fulbrighters. Learn what kind of assistance is available to help you with the process.

The Fulbright Scholars Program offers teaching, research, or a combination of teaching and research awards in over 125 countries for the 2016–17 academic year. Opportunities are available for college and university faculty members and administrators as well as for professionals, artists, journalists, scientists, lawyers, independent scholars, and many others. In addition to several new program models designed to meet the changing needs of U.S. academics and professionals, Fulbright will be offering more opportunities for multicountry grants through enhanced global and regional awards.

Interested faculty members and professionals are encouraged to learn more about the nearly 600 core Fulbright U.S. Scholar opportunities.

Afterward, join us in the lab for a short overview of the Fulbright website followed by time to search for current Fulbright opportunities, as well as ask questions (session K2).

J6 **Adaptive Learning in the 21st Century: UCF Pilot Using RealizeIT Software** CB1-212

Kathleen Bastedo, Deborah Kirkley, and Corrinne Schultze, Center for Distributed Learning; and Julie Hinkle, College of Nursing

In the Fall 2014 semester, UCF began to pilot adaptive learning software from CCKF called RealizeIT (http://realizeitlearning.com/). CDL also piloted this system during the Spring 2015 semester in conjunction with several departments (math, nursing, and psychology). Please attend this panel session to learn more about the pilot from the CDL Personalized Learning team and one of the pilot faculty members.

J7 **Assessing Programs You Are Proud Of: Improving Student Trainings through Secret Shopping** CB1-308

Jeannie Kiriwas, Student Union

The Student Union's student employees are a point of pride for the building. One group that continuously receives praise is the front desk event planners. However, when we assessed their phone conversations through a secret shopper, we discovered gaps between what we thought was occurring and what was actually occurring. This presentation will review our assessment process, strategies for closing the loop, and updated results. Attendees will leave the session with easily transferable tools for their own office.

Concurrent Sessions/Project Time 2:45–3:45

Project Time Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1, or attend session K1 or K2.

K1 **Sending Our "Babies" Off to College** CB1-117

Iryna Malendevych, College of Health & Public Affairs

Sending kids to college is a nice problem to have, but are you ready? Is my child ready? What to do? Where to start? Which college? How far from home? Do I get involved in the process? What do we do after the college is chosen? How to prepare my "baby" for leaving the house? How to prepare myself for my "baby" permanently putting me out of "mom's/dad's business"? Financing kid's education or my pension plan? Any tax benefits for paying for my dependent kid's college? Are scholarships a taxable income? Any health insurance provisions?

K2 **Fulbright Scholars Program Lab** CB1-202

After the Fulbright session (J5), join us in the lab for a short overview of the Fulbright website followed by time to search for current Fulbright opportunities.

THURSDAY, MAY 14

Coffee and Conversation	8:00–8:30

CB1-207

Track/Cohort Meetings and Poster Preparation	8:30–10:30

Meet with your track/cohort leader in the rooms listed on page 1 (same meeting place as Monday at 8:30 a.m.).

Showcase in Student Union Cape Florida Ballroom (SU 316)	10:45–12:00

Participants will be working in their cohort teams to share results of their work so far and plans for future efforts. Refreshments will be served.

If you haven't already, please take a few minutes to complete our Faculty Center survey; this survey helps us understand faculty needs and improve program effectiveness. You can access it at

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http://ucf.qualtrics.com/jfe/form/SV_bISU3vGAAktDzE1
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The survey will be available until May 15th. Thanks for your support!

NOTES

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