

# 2017 UCF Summer Faculty Development Conference

High-Impact Practices for  
Integrative Learning

May 8-11th



**UNIVERSITY OF CENTRAL FLORIDA**

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Use the Twitter hashtag **#UCFSFDC2017** to tweet information  
relating to the Summer Faculty Development Conference.

Conference at a Glance

	Monday, May 8	Tuesday, May 9	Wednesday, May 10	Thursday, May 11
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 (C)	Concurrent Sessions (G)	Track/Cohort Meetings and Poster Preparation (8:30-10:30)
9:45–11:00	Keynote Presentation CB1-104	Concurrent Sessions (D)	Concurrent Sessions (H)	Showcase in Student Union Cape Florida Ballroom (10:45-12:00)
11:15–12:15	Concurrent Sessions (A)	Concurrent Sessions (E)	Concurrent Sessions (I)	
12:15–1:15	Lunch-and-Learn with Adobe Systems in CB1-104	Lunch on your own	Lunch on your own	
1:15–2:15	Concurrent Sessions (B)	Concurrent Sessions (F)	Concurrent Sessions (J)	
2:30–3:30	Project Time	Project Time	Project Time	

# MONDAY, MAY 8

## High-Impact Practices for Integrative Learning

Welcome to the 2017 UCF Summer Faculty Development Conference. High-impact academic practices allow students to integrate and apply their learning to complex problems and projects that are important to themselves and society. They include student-centered practices in courses, capstone courses and projects, developmental portfolios, faculty-supervised research, service-learning, community-based learning, internships, cross-cultural experiences, study abroad, and field work. Many of our conference sessions will address this theme.

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

Faculty Center for Teaching and Learning	Quality Enhancement Plan
Office of Diversity and Inclusion	Experiential Learning
Center for Success of Women Faculty	Student Development and Enrollment Services
Writing Across the Curriculum	Center for Distributed Learning
UCF Libraries	Office of Instructional Resources

## Coffee and Conversation

8:00–8:30

CB1-104 foyer

## Track/Cohort Meetings and Registration

8:30–9:30

Signature Learning Experiences CB1-103

*Melody Bowdon, Faculty Center for Teaching and Learning*  
*Kimberly Schneider, Undergraduate Research*  
*Jason Jude Smith, Experiential Learning*

Course Design and Assessment CB1-205

*Eric Main, Faculty Center for Teaching and Learning*

Multimedia Assignments CB1-202

*Anna Turner, Faculty Center for Teaching and Learning*

Group Dynamics CB1-212

*Amanda Wolcott, Faculty Center for Teaching and Learning*

Active Learning and Student Success	CB1-307
<i>Susan Jardaneh, College of Arts and Humanities</i> <i>Peter Telep, College of Arts and Humanities</i>	
Advanced Online and Mixed-Mode Instruction	CB1-219
<i>Linda Futch, Center for Distributed Learning</i>	
Quality Enhancement Plan	CB1-105
<i>Anna Maria Jones, Quality Enhancement Plan</i>	
Center for Success of Women Faculty	CB1-309
<i>Linda Walters, Center for Success of Women Faculty</i> <i>Fran Ragsdale, Center for Success of Women Faculty</i>	
Writing Across the Curriculum	CB1-119
<i>Pavel Zemliansky, Writing Across the Curriculum and College of Arts and Humanities</i>	
Diversity and Inclusion	CB1-218
<i>Barbara Thompson, Office of Diversity and Inclusion</i>	
UCF Global	CB1-120
<i>Cynthia Young, Vice Provost for Faculty Excellence and UCF Global</i> <i>Barry Morris, UCF Global</i> <i>Fernando Rivera, College of Sciences</i>	
Student Development and Enrollment Services	CB1-308
<i>Stacey Malaret, LEAD Scholars Academy</i>	

## Keynote Presentation

9:45-11:00

**Design for the Mind: Strategies from the Psychology of Learning**

CB1-104



Michelle D. Miller is Director of the First Year Learning Initiative, Professor of Psychological Sciences, and President's Distinguished Teaching Fellow at Northern Arizona University. Dr. Miller's academic background is in cognitive psychology; her research interests include memory, attention, and student success in the early college career. Dr. Miller co-created the First Year Learning Initiative at Northern Arizona University and is active in

course redesign, serving as a Redesign Scholar for the National Center for Academic Transformation. She is the author of *Minds Online: Teaching Effectively with Technology* (Harvard University Press, 2014), and has written about evidence-based pedagogy in scholarly as well as general-interest publications including *College Teaching*, *Change: The Magazine of Higher Learning*, and *The Conversation*. Dr. Miller's current work focuses on using psychological principles to help instructors create more effective and engaging learning experiences, and to help students become more effective learners.

**Session Description:**

Educators are all in the business of changing minds: We build new memories, guide students in developing new skills, and promote the development of values and mindsets. Attention, memory, and higher thought processes are three aspects of the mind that are particularly critical to learning, and are areas where instructional technology can be the most helpful. In this talk, Dr. Michelle Miller will explore principles connected to these three aspects of the mind, emphasizing the unique advantages that technology offers as we strive to use these principles in our teaching. In particular, these principles can help direct our planning process, focusing us on important considerations such as what we want students to be able to do by the end of the course, meaningful assessment, how to direct student time and effort productively, and student-student interactions within the course.

## Concurrent Sessions

11:15-12:15

**A1 Keynote Breakout Session**

CB1-103

*Michelle Miller, Northern Arizona State University*

In this structured small-groups discussion, we will revisit concepts presented in the keynote with the goal of devising new approaches to our current teaching challenges. Participants will have the opportunity to share techniques and technologies that they have found useful in their own teaching, and to reflect on how to apply concepts from the keynote to address challenges.

**A2 Webcourses@UCF: Enhance your Delivery & Utilize CDL Resources**

CB1-219

*Kathleen Bastedo and Ashley Salter, Center for Distributed Learning*

This session will provide you with the latest services offered by the Center for Distributed Learning, including information about some tools that already appear in the Canvas sidebar menu for use in your Webcourses@UCF courses. These items include information on the adaptive learning initiative at UCF, gamification widgets you can create and link to your grade book in Canvas, Mobile Essentials—a mobile readiness course that provides tips on how to create course content for mobile devices—and some new products including LTIs such as UDOIT (the accessibility checker), the Quiz Extension Tool, and Success Resources.

**A3 From DirectConnect Pathway to Knights of Distinction: Engaging Transfer Students in Integrative Learning**

CB1-105

*Anna Maria Jones, Quality Enhancement Plan; Jennifer Sumner, Regional Campuses*

Transfer students often face challenges becoming involved in high-impact academic experiences and in meaningful co-curricular activities. This presentation will discuss two programs that are designed to prepare students to hit the ground running before they transfer to UCF (DirectConnect Pathway) and to engage purposefully and reflectively in the curricular and co-curricular experiences that will help them achieve their goals once they are here (Knights of Distinction). Sumner and Jones will discuss their collaborations in developing a smooth transition for students between the two programs and will provide faculty with resources to support students as they enter the UCF community and begin coursework in the major. Faculty will learn concrete strategies for engaging transfer students and for guiding them on their pathway to distinction.

**A4 Service-Learning: An Introduction**

CB1-109

*Amy Zeh, Service-Learning and Experiential 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.

**A5 Developing and Promoting Your Personal Brand**

CB1-117

*Staci Zavattaro, College of Health and Public Affairs*

Attendees will go through an interactive process of thinking about or refining their personal brand. They also will learn strategies for promoting that identity online using various social media platforms. Attendees are encouraged to bring a laptop, tablet, or phone to set up social media presences during the session.

**A6 Achieving Wellness: A Workshop for Busy Professional Women Interested in a Healthy Lifestyle** CB1-309

*Magdalena Pasarica and Denise Kay, College of Medicine*

In this workshop, we will provide an overview of lifestyle recommendations for wellness and preventing chronic diseases, as well as discuss methods for achieving and maintaining a healthy lifestyle. In addition, we will provide the attendees with hands-on experience in setting their own healthy lifestyle goals and assist them in developing strategies to achieve those goals.

**A7 Seeking Educational Equity and Diversity (SEED) – An International Project Comes to UCF** CB1-218

*Rachel Luce-Hitt, Office of Diversity and Inclusion*

This session will provide an overview of Seeking Educational Equity and Diversity (SEED), an international project founded by Dr. Peggy McIntosh, formerly of Wellesley College Centers for Women. For the past 30 years, educators have been coming together in cohorts for professional development that promotes change through self-reflection and interpersonal dialogue, and builds capacity for more equitable curriculum, campuses, workplaces, and communities.

**A8 Campus Climate: The Perception of Hazing Behaviors on Campus by UCF Students** CB1-308

*Germanne Graham, Associate Director for the LEAD Scholars Academy; Stacey Malaret, Director for the LEAD Scholars Academy*

This presentation reviews the results of a campus climate survey on hazing perceptions of college students at UCF along with data from the hazing module that all UCF students are required to take. We will share qualitative and quantitative data from 2013 and 2017 using a national survey of hazing behaviors. This presentation will also provide hazing prevention strategies that have been implemented as a result of this data.

**Lunch provided by Adobe Systems**

**12:15-1:15**

**Lunch-and-Learn with Adobe Systems**

**CB1-104**

Enjoy lunch and an overview of a Spring 2017 pilot partnership between UCF and Adobe. Hear from the Adobe representatives, faculty, and Adobe Student Ambassadors about what they experienced and how access to the Creative Cloud affected student learning.

*Selection of sandwiches.*

## Book Signing

1:15-1:45

Michelle Miller's latest book, *Minds Online*, will be available for purchase in CB1-207, and she will use this time to sign copies. The UCF Bookstore will be honoring the 10% faculty/staff discount.

## Concurrent Sessions

1:15-2:15

### B1 Overview of UCF Global Services I

CB1-103

*Christina Khan, UCF Global, Assistant Director for International Student and Scholar Services; Oliver McSurley, UCF Global, Assistant Director for UCF Abroad; Nicole Ianieri, UCF Global, Faculty Administrator and Director English Language Institute; Olga Bedoya, UCF Global, Academic Director; Christopher Cook, UCF Global, Assistant Director for UCF Abroad; Andres Galizia, UCF Global, Safety and Security Coordinator for UCF Abroad; Farrell Calabrese, UCF Global, Assistant Director for Marketing and Communications*

Our panel will present an overview of services provided by UCF Global. We will discuss international student and scholar services, UCF Abroad, the English Language Institute, Shorelight Education partnership, international travel, and marketing and communications.

### B2 Faculty Dialogue: Online Course Quality

CB1-122

*Aimee deNoyelles and Kelvin Thompson, Center for Distributed Learning*

A primary goal of the Center for Distributed Learning (CDL) is to promote the quality of online instruction at UCF. Instructional designers are presently designing an online tool which will allow users to review online courses for aspects of "quality." In this session, participants will be invited to preview and help shape the tool-in-development, as well as engage in dialogue about what constitutes "quality" in online courses.

### B3 e-Portfolios: Behind the Story

CB1-307

*Susan Jardaneh, College of Arts and Humanities*

Whether being used in Capstone courses, for assessment, or to help with a career search, e-Portfolios have unique applications. This workshop will discuss how students can view e-Portfolios as a tool for presenting the story of who they are and what they can do. Emphasis will be placed on assignment development and effective use of digital media tools.



**B4 Adobe Ambassadors**

CB1-202

*Anna Turner and William Dorner, Faculty Center for Teaching and Learning; Ana Beltran, Sara Lisi, Oneida Loo, Emmali Nayab, Katie Neylon, and Alessio Villa, Adobe Student Ambassadors*

Join several of the undergraduate Adobe Student Ambassadors who assisted the faculty in the Adobe pilot program as Adobe software experts. They will discuss their experiences working with students to employ creativity software in several assignments for the pilot classes. Faculty members can share their projects and receive feedback from students. Participants are welcome to stay after the session for one-on-one assistance during project time.

**B5 Getting Students Hired: Creating and Delivering a High-Impact Learning Experience for 3000 Majors**

CB1-105

*Karen Mottarella and Barbara Fritzsche, College of Sciences*

Our QEP Enhancement Award was used to help develop and deliver a high-impact learning experience to psychology majors at UCF. We have now completed a two-semester pilot test of the Career Readiness Solution, a developmental assessment center where students communicate via email with prospective (fictional) employers, submit resumes and cover letters, video interview, and participate in a leaderless group-discussion exercise. Trained graduate students rate their performance on seven career competencies defined by the National Association of Colleges and Employers, prepare a detailed, personal developmental feedback report for each student, and then deliver oral and written feedback to each student, focusing on collaborative SMART goal development of career readiness skills. Effective Fall 2017, the Career Readiness Solution will be embedded into our 3-course career readiness sequence required for the major. We will discuss what we have learned, challenges we are facing, and advice for other departments interested in building a program to enhance their majors' "soft skills" as part of the educational experience.

**B6 Crafting High-Impact Internships: Basics and Best Practices**

CB1-109

*Experiential Learning Faculty*

In this session participants will engage with some of the foundational concepts in internship development and delivery. This session will also focus on current best practices, with an emphasis on sharing success stories from across campus as told by faculty.

*(B sessions continued on next page.)*

**B7 Using Game Design Techniques to Improve Student Engagement and Success**

CB1-117

*Peter Telep, College of Arts and Humanities*

Welcome, heroes! You're about to embark on a journey most fantastic, learning how you can level up your teaching by incorporating game design techniques into your curriculum. Imagine your students assuming the persona of an avatar as they embark on a quest for learning and developing competencies, all while they uncover easter eggs (surprising discoveries) that allow them to unlock achievements and earn experience points. Guilds compete for badges and rise up the leaderboard, earning bragging rights as they prepare to fight the ultimate boss battle that is your final exam! No prior technical knowledge is required, nor do you need any actual games (but you can use them, too). We'll become familiar with terms such as "game-based learning" and "gamification," as well as the research of James Paul Gee. We'll discuss the benefits, challenges, and pitfalls of trying to incorporate gaming into assignments or even an entire course. You'll leave the workshop fully modded and geared up with an annotated list of resources available here at UCF and on the web.

**Project Time**

2:30-3:30

**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. If you're working on a technology project, feel free to work in the Faculty Multimedia Center (CB1-202), where you can use your own laptop or the provided equipment. Staff from the Faculty Center, the Center for Distributed Learning, and the Office of Instructional Resources will be on hand for technological or conceptual assistance.

**Guided Work Time on Course Design**

CB1-205

Eric Main will be available during this time to offer handouts, resources, and tips as you work on course-level or assignment-level objectives, learning activities, or assessments.

## TUESDAY, MAY 9

## Coffee and Conversation

8:00-8:30

CB1-104

## Concurrent Sessions

8:30-9:30

**C1 End the Dread: Managing Conflict in Student Teams**

CB1-212

*Jennifer Sandoval, College of Sciences*

Group-work teams are a critical part of higher education, but students and instructors alike often dread these assignments. Frustration can come from a lack of preparation to manage conflict. Conflict is inevitable, but it doesn't have to be harmful. This session will introduce communication strategies and assignment guidelines that can empower students to participate in their own conflict management and to free instructors from the burden of constant intervention.

**C2 Research Coaches: A High-Impact Integrative Signature Learning Experience**

CB1-105

*PRESENTERS: Amanda Koontz Anthony, College of Sciences; Martha Garcia and Mary Tripp, College of Arts and Humanities; Michael Rovito, College of Health and Public Affairs*  
*RESPONDENT: Kelly Allred, College of Nursing*

"Research Coaches" is our QEP-funded integrative learning project to create high-impact learning experiences for undergraduate students while also providing mentoring opportunities for more experienced students. We believe that integrating research experiences in undergraduate classrooms can offer students a signature learning experience at UCF, and we see research as an important activity that crosses all disciplines. Our approach is to invite student mentors who have been through our particular research-focused classes to mentor incoming students in the research process. In this presentation, we will discuss the logistics of our research coach program and present some preliminary data from our program assessment. We are also interested in YOUR ideas and suggestions, so we will include plenty of time to discuss integrative learning.

**C3 How to Create and Maintain Successful Service-Learning Group Projects**

CB1-109

*Geraldine Luzincourt, College of Nursing*

Are you thinking of or currently working with student groups in your classroom? Join us to see how the Community Nursing Coalitions (CNCs) in the College of Nursing have successfully implemented and maintained ongoing community programming through student group work. We'll also discuss how to maintain ongoing relationships with community partners.

*(C sessions continued on next page.)*

**C4 Playing the Capstone: Roleplaying, Simulation, and “Real World” Experience** CB1-122

*Anastasia Salter, College of Arts and Humanities*

Capstone courses are often framed as ways to provide students with tools for transitioning into professional practices and expectations. However, it's not always practical to focus on internships or client-driven activities, particularly in large classes or disciplines where those opportunities are not readily available. Adopting methods from games and simulations can provide mechanisms for bridging the gap between the classroom and the professional world, by changing expectations and contexts for course assignments.

**C5 Going Beyond Technicalities: Creating an Inclusive Education for Students with Disabilities** CB1-307

*Sabrina Marks and Marisa Lucca, UCF Doctoral Students and Activists*

We will explore a unique pedagogical approach that utilizes the needs and experiences of students with disabilities toward building an inclusive learning environment that reaches beyond the technicalities of compliance. We will examine the history of societal perceptions of persons with disabilities and modern-day implications for the learning environment. We will discuss the power faculty have over who may be intentionally or unintentionally excluded and the impacts of exclusion on students with disabilities. Lastly, we will discuss the benefits of an instructor-student collaboration that draws upon the expertise of students with disabilities regarding their individual needs for the creation and maintenance of an accessible learning environment. **Note:** This workshop continues through session D, 9:45–11:00.

**C6 Building Community: It Starts with You** CB1-309

*Menah Pratt-Clarke, Vice President for Strategic Affairs and Vice Provost for Inclusion and Diversity at Virginia Polytechnic Institute and State University*

Undertake an honest assessment of the why of the academic journey. Why are you in the academy? Why do you stay? What are your aspirations in the academy? What are the greatest barriers to those aspirations? What is your power and positionality in the academy? This will create the foundation for our discussion throughout the day.

## Concurrent Sessions

9:45–11:00

- D1 Virtual Teams in the Online Classroom: Strategies for Successfully Managing Student Teams** CB1-212

*Luke Bennett, Center for Distributed Learning*

The online environment provides new and exciting avenues for learning, but pedagogy and classroom management are still foundational guidestones in an ever changing landscape. Authentic team projects in the online environment can provide students with deep and meaningful learning experiences. Team skills can also be directly transferrable to future careers. However, difficulty in managing the virtual teams impacts the willingness of instructors to use such teams and can lead to a stressful course experience for both instructors and students. Therefore, effective management of student groups is an important factor when considering team projects as part of an online course. Virtual team projects, when approached from a different management angle, can provide the students and the instructor with a positive experience. This session will provide a foundation for effective virtual team management in online courses.

- D2 Going Beyond Technicalities: Creating an Inclusive Education for Students with Disabilities** CB1-307

*Sabrina Marks and Marisa Lucca, UCF Doctoral Students and Activists*  
Continued from session C5; see page 10.

- D3 Using Adaptive Learning to Improve Student Success** CB1-219

*Baiyun Chen, Corrinne Stull, and Jessica Tojo, Center for Distributed Learning*

UCF is strategically implementing adaptive learning to improve student success in large-enrollment gateway courses and courses that have traditionally had unacceptably high levels of D and F grades and course withdrawals (DFW). UCF instructors in specific disciplines are using adaptive learning systems, e.g. RealizeIT, ALEKS and LearnSmart from McGraw-Hill, and MyLab from Pearson. The Center for Distributed Learning (CDL) is committed to providing pedagogical and technical resources to assist faculty to successfully integrate adaptive systems that fit best with their teaching. Attendees of this session will learn about adaptive technology and how it can be integrated into their course.

- D4 Understanding Executive Function Disorders in Postsecondary Education** CB1-117

*Eleazar Vasquez and Matthew Marino, College of Education and Human Performance*

Executive function disorders are common across several diagnoses, such as ADHD, autism spectrum disorder, and learning disorders. In this session, we will discuss the impact of executive function disorder and related challenges in postsecondary education settings.

*(D sessions continued on next page.)*

**D5 The Benefits of Digital Storytelling in the Classroom**

CB1-105

*Lisa Peterson, Natalie Underberg-Goode, and Keri Watson, College of Arts and Humanities*

Telling a story through images and voice is a powerful experience. Digital storytelling work is dramatically useful for teaching students how to reflect critically, synthesize their knowledge, and create materials that persuasively articulate their skills and qualifications. Moreover, instructors develop connections with their students that enrich the classroom experience. The panel will provide a brief introduction to digital storytelling and share tips for incorporating digital storytelling assignments into a range of different courses.

**D6 DiVerse Families: An Overview of Children's and Young Adult Books that Show Diversity Within the Family**

CB1-309

*Kristine Shrauger, UCF Libraries (first of two 30-minute presentations)*

Books act as mirrors and windows, either reflecting our own lives or giving us a glimpse into other people's lives. They help us navigate the unknown, help us make things not so scary, and explain issues in a non-threatening way. Books can be a platform for discussion between adults and children. Come listen to a book talk describing some great books for toddlers, children, tweens, and young adults that show and highlight diversity within the family.

**Discovering and Supporting Women Faculty's Definitions of Success through Innovative Mentoring**

*Amanda Koontz Anthony, College of Sciences (second of two 30-minute presentations)*

This session looks to continue conversation surrounding effective mentoring models and realizing women faculty's definitions of success. While mentoring has been shown to be effective in supporting women across ages and positions, many models appear increasingly outdated, reflective of masculinized definitions of success, bureaucracies, and traditional forms of corporate networking. This also reflects concern for support of underrepresented groups on campus. Not only this, the session will discuss how we can use mentoring communities to understand women faculty's own definitions of success, so that we can better create models and institutionalized forms of support for women faculty to recognize and realize their own definitions of success.

**D7 Engagement, Assessment, and Reflection: Scaffolding Intern Learning throughout the Curriculum**

CB1-109

*Jason Jude Smith, Experiential Learning*

This session will focus on the development of curricular materials that engage students, encourage employer collaboration, and allow faculty to fairly and thoroughly evaluate student progress. Common problems with delivering internships, along with real-world solutions, will be shared. Emphasis will be placed on supporting students in making connections between theory and practice.

## Concurrent Sessions

11:15-12:15

- E1 **Reducing Stigma: Developing Awareness and Strategies for a More Inclusive Classroom Experience** CB1-103

*Student Panel*

Facilitated by Social Justice and Advocacy and Student Accessibility Services, this session will offer attendees food for thought on how to construct an inclusive classroom experience. Faculty will gain insight from a panel of students who will talk about some of their classroom experiences. This session is not meant to provide all of the answers and is instead meant to bring issues of stigma and inclusion into awareness.

- E2 **FoE & Transfer Student Success @ UCF** CB1-122

*Chanda Torres and Jason Dodge, Student Development and Enrollment Services*

This session will discuss the next phase of the university-wide Foundations of Excellence Transfer Initiative project; developments in the Office of Transfer & Transitions Services' focus on transfer student success; and what university faculty, staff, and administrators can do to play a part in reaching our transfer student success metrics.

- E3 **Forming a Discipline-Specific Learning Community to Implement Active Learning over a Diverse Range of Calculus Courses** CB1-307

*Marina Capursi, Zhe Liu, Zixia Song, and Erin Saitta, College of Sciences*

In this presentation, three calculus faculty will describe their experience participating in a discipline-specific learning community in which they were tasked with incorporating active learning into their instruction. An overview of their classroom transformations as well as their unique struggles and successes along the way will be presented. Information about their role in a departmental learning community and the integration of the use of GTAs will also be provided. This initiative is part of an NSF funded MathGAINS grant housed in the Department of Mathematics.

- E4 **Journeys of Social Justice: Women in the Academy** CB1-309

*Menah Pratt-Clarke, Vice President for Strategic Affairs and Vice Provost for Inclusion and Diversity at Virginia Polytechnic Institute and State University*

The recently released book *Journeys of Social Justice: Women of Color Presidents in the Academy*, eds. Menah Pratt-Clarke and Johanna Maes (Peter Lang, 2017), will be discussed to illustrate that all journeys in the academy, especially for women and women of color, are social justice journeys. There are recurring themes in the journeys of women leaders: the importance of family and cultural values; the necessity of mentorship and professional development; the need for personal resiliency; and a commitment to lifting others as they climb.

*(E sessions continued on next page.)*

**E5 Lessons from the Playground: How Forming Academic Networks Advances Student Achievement and Retention** CB1-308

*Michael Preston, Florida Consortium of Metropolitan Research Universities; Troy Miller, Florida College Access Network*

Collaboration is an essential skill for students. We require that students exhibit these skills both inside and outside of the classroom. However, universities traditionally do not collaborate that well. Barriers to university collaboration such as institutional rivalry, performance funding, and competition for top students prevents advances in student success that could have been forwarded through effective teamwork. This session will review how two higher education networks formed, developed, and grew in an environment where college collaboration is considered difficult to achieve.

**E6 Professional Integration in the Classroom** CB1-105

*PRESENTERS: Kathleen Hohenleitner, Farrah Cato, and Patricia Angley, College of Arts and Humanities*

*RESPONDENT: Vicki Lavendol, Rosen College of Hospitality Management*

The QEP-funded project “What’s Next for English Majors” addresses a need for English majors to be able to articulate their soft skills and self-advocate in the job market and in graduate and professional schools. Presenters discuss their development of a professionalization course for majors focusing on course design and partnerships with other UCF units and alumni and on the role the class plays from an advising perspective. They will also present specific course assignments that will translate to any major.

**E7 The Impact of Targeted Writing on Student Learning Enhancement in Quantitative Classes: A Study of Hospitality Students** CB1-119

*Murat Kizildag, Nan Hua, and Ahmet Ozturk, Rosen College of Hospitality Management*

In this session, we will share our experiences incorporating targeted writing assignments to address math anxiety in three quantitative courses. These courses were information technology, finance, and managerial accounting, and they traditionally pose significant challenges to the vast majority of 3,500+ students who study at Rosen. We incorporated controls within and across several sections, collected data, and systematically evaluated the impact of the assignments. Participants in this session will gain valuable insights on the impacts of targeted writing on student learning.



**E8 Online Service-Learning Courses**

CB1-109

*Leandra Preston-Sidler, College of Arts and Humanities*

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.

**Lunch****12:15-1:15****Lunch on Your Own**

Bring your lunch and work with groups, or purchase lunch at any of the on-campus restaurants that are open in the Student Union, including Domino's, Mrs. Fields Bakery, Qdoba, Smoothie King, Subway, and Chili's. Offerings are also available near the CFE Arena.

**Concurrent Sessions****1:15-2:15****F1 SoTL Poster Session**

CB1-205

Please come by the Faculty Center and peruse posters by SoTL award winners.

**F2 Overview of UCF Global Services II**

CB1-103

*Mark Hartman, UCF Global, Associate Director for Comprehensive Internationalization and Partnerships; Karen L. Biraimah, Professor and Director, International Programs, College of Education and Human Performance; John C. Bersia, Special Assistant to the President for Global Perspectives and Director; Jessica Squares, Assistant Director, Global Perspectives Office; Wendy Howard, Center for Distributed Learning; Fernando I. Rivera, UCF Global, Faculty Fellow for Comprehensive Internationalization and Partnerships, Associate Professor and Associate Chair, Department of Sociology*

In this session we will discuss services provided by UCF Global and other offices on campus. These services include the Fulbright U.S. Scholar Program, the Florida Linkage Institutes, UCF Global Perspectives, International Agreements, the Global Classroom, and ongoing collaborations with international educational institutions.

**F3 Flipping for Teams: Using Team-Based Learning as a Model for Your Flipped Classroom**

CB1-212

*Amanda Wolcott, Faculty Center for Teaching and Learning*

Team-based learning is “a special form of small group learning using a specific sequence of individual work, group work, and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion” (Sweet, 2010). Team-based learning can be applied to classes of any size, and is particularly effective in larger courses.

*(F sessions continued on next page.)*

**F4 Active Learning and High-Impact Practices at the Program Level or Beyond the Boundaries of the Classroom** CB1-122

*Suha Saleh, College of Health and Public Affairs*

This workshop will be an overview of active learning and how it was utilized to structure student experience in an undergraduate major at UCF. It will give practical examples of what initiatives were successful and how they impacted student learning.

**F5 The Nitty Gritty of Assessment & Reflection** CB1-307

*Susan Jardaneh, College of Arts and Humanities*

The benefits of using reflection in the classroom are numerous and commonly known. What is more mysterious is how to get students to the place where the connections, insights, and critical thinking that reflection offers are actualized. This workshop will focus on getting real with reflection and steps involved in navigating it as a process. Workshop attendees will participate in a reflection exercise. Emphasis will also be given to the “how to” of assessing more creative assignments such as reflection and digital stories.

**F6 Introduction to Universal Design in Education** CB1-117

*Jillian Schreffler and Matthew Marino, College of Education and Human Performance*

All students learn differently. Universal Design for Learning (UDL) and Universal Design for Instruction (UDI) provide principles to guide design of instruction that is accessible to a wide variety of learners. In this session, we will describe the UDL and UDI principles and discuss why and how to apply them.

**Project Time**

2:30-3:30

**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. If you’re working on a technology project, feel free to work in the Faculty Multimedia Center (CB1-202), where you can use your own laptop or the provided equipment. Staff from the Faculty Center, the Center for Distributed Learning, and the Office of Instructional Resources will be on hand for technological or conceptual assistance.

**Guided Work Time on Curriculum Mapping** CB1-205

Melody Bowdon will be available during this time to offer handouts, resources, and tips as you work on your program-level outcomes or curriculum map.

## WEDNESDAY, MAY 10

## Coffee and Conversation

8:00–8:30

CB1-104

## Concurrent Sessions

8:30–9:30

**G1 New Opportunities for High Impact Experiences: Initiatives to Strengthen Student Engagement**

CB1-104

*Kimberly Schneider, Undergraduate Research; Jason Jude Smith, Experiential Learning; Anna Jones, Quality Enhancement Plan*

We will discuss how UCF is identifying and tracking existing high-impact experiences, such as internships and undergraduate research, and describe ongoing efforts to support programs and faculty in developing new high-impact experiences, including research-intensive and integrative learning designated courses, and the Signature Experience Initiative.

**G2 The Role of Women Faculty in Civic Engagement**

CB1-117

*Melanie Hinojosa, College of Sciences (30-minute presentation)*

This workshop is designed to expose women faculty to the different opportunities for social activism and civic engagement to assist them in working with women and people of disenfranchised groups in context of the research and service required of an academic position. After completion of this workshop, women faculty in attendance will have a better knowledge of the following: opportunities to research gender equity within different fields of academic study; opportunities for women faculty to engage in community groups and organizations that advance the rights and opportunities for women at the local, state, and national level; opportunities to engage students from each individual discipline (undergraduate and graduate) through research, activism or the development of student groups.

*(G sessions continued on next page.)*

**G3 Publish or Parent? Managing Research Productivity for Early Career Faculty with Young Children**

CB1-309

*Yara Asi, College of Health and Public Affairs*

This workshop will describe what we know works and doesn't work regarding time management, networking, research and writing skills, and productivity, all while balancing the demands of parenting. The current literature around the specific issue of female faculty and their career trajectories will be addressed, although this workshop is appropriate for either sex. Participants will not only leave with strategies that can help them boost their research productivity, but will have the opportunity to network with colleagues from around campus that are experiencing the same challenges.

**G4 Defining the SERVING in HSIs**

CB1-218

*Cyndia Muñiz, Multicultural Academic and Support Services*

With 25.03% of UCF's 64,300 undergraduate student population identifying as Hispanic/Latino in Fall 2016, UCF now has the opportunity to develop an action plan that will facilitate an educated and inclusive shift from a mainstream campus culture to that of a Hispanic Serving culture. Utilizing five HSI Design Principles (Malcom-Piqueux and Bensimon, 2015), this session will explore the ways in which UCF faculty and staff can help cultivate an inclusive HSI culture. Specifically, areas of discussion include Asset-Based strategies that (1) contribute to Latino student success, (2) promote an alignment between faculty and student diversity, and (3) endorse an inclusive academic curriculum.

**Concurrent Sessions**

9:45-11:00

**H1 Engaging Students through Creative Projects**

CB1-205

*Ilenia Colón Mendoza, College of Arts and Humanities; Erin Saitta, College of Sciences; Anna Turner, Faculty Center for Teaching and Learning*

Three faculty members will share a creative project from their courses. In each course, students created an artifact related to the course content: a virtual art exhibition in ARH 3820, Visual Arts Administration; a video diary of a chemistry experiment in CHM 2046, Chemistry Fundamentals II; and an infographic/data visualization in COM 3311, Communication Research Methods. Participants will receive a description of the assignments and view examples from previous classes. Each presenter will provide best practices and lessons learned, and we will discuss ideas for translating the projects into different disciplines.

**H2 Collective Impact Institutionalization: Marchioli Ideation Award Winners**

CB1-103

*Lisa Jones, Office of the Provost; Manoj Chopra, College of Engineering and Computer Science; David Meador, Regional Campuses; Ann Marie Palmer, Student Care Services; Ranetta Guinn, College of Health and Public Affairs*

The winners of the Inaugural Marchioli Ideation Award, as a part of the university's Collective Impact Strategic Plan Institutionalization, will make brief presentations about their winning ideas followed by a discussion on how the participants can develop their own ideas and find the right support structure and resources to nurture them. The session encourages all faculty to share their ideas that can shape the future of the university.

**H3 Integrating Team Work with a Community Partner: Hands-on Experience in an Emergency Operations Center**

CB1-212

*Claire Knox, College of Health and Public Affairs*

The field of emergency management and homeland security is collaborative; one person cannot solve the multifaceted issues surrounding a disaster alone. A networked approach across all levels of government and sectors of society is required. Therefore, integrating team work into related courses is essential prior to a student entering this dynamic and demanding field. This workshop highlights results from SoTL research regarding the design, implementation, and evaluation of a capstone experience—students in the Disaster Response and Recovery course (PAD 4395) managing Seminole County's Emergency Operations Center during a 3-hour functional exercise.

**H4 University Writing Center Panel**

CB1-122

*Jessica Robinson, Rena Perez, Gabrielle DiNardo, and Heather Vazquez, University Writing Center; Mary Tripp, College of Arts and Humanities*

This session, presented by student writing tutors, will explore ways in which UCF professors can utilize the University Writing Center (UWC). Specifically, tutors will discuss how the UWC tutors can serve as liaisons between professors and students to help communicate assignment expectations. This session will invite faculty participants to bring sample assignments and talk with writing center tutors about expectations and get feedback on how students view assignments. Faculty will gain from this session a better understanding of how students work with writing assignments and how UWC tutors can help.

*(H sessions continued on next page.)*

**H5 Integrating Reflection into Service-Learning**

CB1-109

*Laurie Uttich, College of Arts and Humanities*

Reflection transforms experiences into learning and provides students with the opportunity to synthesize their personal and academic philosophies. This workshop will discuss how to lead students to deeper levels of understanding through guided weekly reflection exercises as well as end-of-the-semester introspective projects that benefit both the student and the partnering agency.

**H6 Supporting Students with Disabilities in STEM Courses**

CB1-117

*Jacquelyn Chini and Westley James, College of Sciences*

In this session, we will discuss potential challenges for students with disabilities in STEM courses and discuss examples of accommodations and course modifications based on Universal Design that can make these courses more accessible.

**H7 The UCF Residential Curriculum: Intentional Student Learning and Development**

CB1-307

*Jacob Bonne, Housing and Residence Life*

The UCF Residential Curriculum will soon begin its second year at UCF. The development of the UCF Residential Curriculum aligns with national trends in student engagement and learning and has been identified as a “best practice” in higher education. This approach seeks to maximize the impact of resident assistants by centering programming practices on student learning and mentorship. UCF’s Residential Curriculum ultimately seeks to transform UCF Housing residents into active, engaged, and productive global citizens. This is accomplished by focusing on community engagement, self-awareness, cultural competence, and global impact. The Residential Curriculum is also connected to UCF’s preeminence metrics, performance-based funding goals, and the UCF Collective Impact. As the curriculum grows, so will an increase in opportunities to connect students with faculty, including through an addition of a Faculty Fellow in 2017. By attending this session, participants will learn more about the Residential Curriculum and the opportunities that exist to connect their work to housing students. Additionally, participants will learn about the methodology behind this innovative approach and learn ways to incorporate the principles of this method within their work.

**H8 Curating across the Curriculum**

CB1-105

*Barry Mauer, College of Arts and Humanities; John Venecek, UCF Libraries*

“Curating across the Curriculum,” a QEP-sponsored program, took place during spring 2017. We had participation from faculty who are interested in incorporating curation into their normal curricular activities. Curating is a high-impact learning experience that can take place in physical spaces or online and that can be adapted for many different disciplines and levels of courses. When students curate exhibits as part of their coursework, they enhance their discovery, learning, and engagement with their disciplines. Workshop topics included current trends in curation; tools of the trade; the lifecycle of a digital project; preservation and management; intellectual property; and visualizing and exhibiting. Presenters will discuss the project and offer resources for faculty interested in developing curation assignments in their courses.

**Concurrent Sessions****11:15-12:15****11 Practical Tips for Jump Starting the Writing Process**

CB1-205

*Marcella Farina, College of Arts and Humanities; Ann Miller, College of Sciences; Elsie Olan, College of Education; Keri Watson, College of Arts and Humanities; Yael Zemack, College of Business Administration*

Many faculty members juggle the demands of teaching with a requirement or desire to write and publish. This session focuses on practical steps faculty can take to move existing data expeditiously from languishing at the bottom of the “to do list” to journal submission. Panel members from a range of departments will present their personal experiences as well as findings from literature about workable steps to take.

**12 Leveraging High-Impact Integrative Learning: The Pathway to Civic Engagement and Community-based Research**

CB1-122

*Vanessa McRae, Burnett Honors College; Jamil Johnson, Strategies for Student Success Program*

The Pathway to Civic Engagement and Community-based Research initiative is a multifaceted approach to reducing health disparities in Central Florida. The goal of this presentation is to identify and discuss strategies for integrating a collaborative learning experience into the classroom that would require joint efforts between UCF faculty, students, and community partners. The project centers on reducing identified health disparities within Central Florida. Some contributing factors to health disparities include inadequate education, poverty, poor access to healthcare, and exposure to social or ecological issues. The presentation will be interactive and will explore step-by-step strategies for engaging students in successful community-based research projects through a collaborative learning experience.

*(I sessions continued on next page.)*

**13 Podcasts: Reaching the Real World and the Digital World** CB1-212

*Robert Cassanello, College of Arts and Humanities*

In this session Robert Cassanello will demonstrate how he broke down the fourth wall through his classroom podcast project. The students produced podcasts that were globally distributed and that addressed projects within the local area museum community; thus, students had to navigate the real world of the museums they worked with for a project that was consumed around the world.

**14 Focus Group: What's Next for *What's Next*** CB1-105

*Kelly Allred and Vicki Lavendol, QEP Faculty Fellows*

In this session QEP Integrative Learning Fellows will invite faculty to share their thoughts about integrative learning. Topics covered might include overcoming barriers to developing high-impact and other integrative learning experiences; brainstorming ideas for future projects and collaborations; and topics for future workshops and events.

**15 Mindfulness for Educators** CB1-218

*Linda Freeman, Valencia College, East Campus*

Mindfulness involves a wide range of methods designed to cultivate a capacity for deeper awareness and concentration that creates demonstrable neurobiological changes. Participants will be introduced to the mindfulness practices used in mainstream education to foster depth in understanding and learning.

**16 The Right to vs. the Right Thing: Creating Balance Between Free Speech and Safe Spaces on Campus** CB1-308

*Michael Preston, Florida Consortium of Metropolitan Research Universities; David Oglethorpe, Office of Student Involvement*

The debate between the need for safe spaces versus the right to free expression has reached third-rail status. To take a position at all between unfettered speech and immediate appeals to emotional safety is an invitation to cut short your career. It has not always been that way. College campuses have a rich history of speech interactions that were uncomfortable. This session will chronicle the history of campus speech protections and examine one campus's efforts to help safe spaces and free expression coexist without the imperative everyone play nice.



**Lunch****12:15-1:15****Lunch on Your Own**

Bring your lunch and work with groups, or purchase lunch at any of the on-campus restaurants that are open in the Student Union, including Domino's, Mrs. Fields Bakery, Qdoba, Smoothie King, Subway, and Chili's. Offerings are also available near the CFE Arena.

**Concurrent Sessions****1:15-2:15**

**J1 Open Forum: Strategic Plan for Comprehensive Internalization – Ideas, Questions, and Proposals** CB1-103

*Mikel Etxeberria, UCF Global, Associate Director Information Technology and Infrastructure; Mark Hartman, UCF Global, Associate Director for Comprehensive Internationalization and Partnerships; Fernando I. Rivera, UCF Global, Faculty Fellow for Comprehensive Internationalization and Partnerships, Associate Professor and Associate Chair, Department of Sociology*

This panel will feature a discussion of ongoing activities in support of the Global Strategic Internalization Plan. Join us and share your insights and suggestions on how to best develop, implement, and assess comprehensive internalization at UCF.

**J2 Going Down the Rabbit Hole: Using Integrative Learning to Help Students Succeed and Instructors Grow** CB1-212

*Ana Leon, College of Health and Public Affairs*

Engaging students and promoting their success requires that faculty members adopt new teaching philosophies that incorporate active learning strategies helpful in developing creative ways to ensure student success. Faculty are invested in student success, but often do not have the time or resources to develop and implement new teaching and learning strategies that allow them to step out of their comfort zones. The presenter will share how she combines interactive learning strategies (role immersion & small group experiential exercises) to engage students, ensure student success and promote faculty growth in teaching. The presenter will share results from a student feedback survey on a role immersion assignment and a second survey on student's feedback on other learning strategies. Participants are encouraged to discuss one interactive teaching and learning strategy that they would like to consider using in their course.

*(J sessions continued on next page.)*

**J3 Path to Preeminence**

CB1-122

*Paige Borden, Institutional Knowledge Management*

UCF has been designated an emerging preeminent institution under the state's new guidelines. UCF continues to build on the metrics and the use of emerging preeminence funding to reach full preeminence.

**J4 Start to Almost Finished: Creating Videos and Multimedia Instruction**

CB1-202

*Anna Turner, Faculty Center for Teaching and Learning*

Come to this session with a topic or general idea for a short video and leave with a ready-to-edit file. We will go through the process of organizing a short lecture appropriate for video, informed by Mayer's (2009) multimedia learning principles and the science of instruction. Before recording, participants will have opportunities to discuss their ideas with peers and for self-reflection. We'll provide a few flash drives to transfer to cloud storage, but please bring a flash drive of your own if you prefer.

**J5 Building Capacity and Excellence: Internship Placement Development**

CB1-109

*Igor Volkov, Experiential Learning*

This session will focus on creating placements that allow students to maximize learning through their internships. Experiential Learning faculty will share key concepts, do's and don'ts, and illustrate the placement development process through stories. Resources to support placement development at UCF will also be discussed.

**J6 Self-Care in Academia: A Dramatic Dialogue**

CB1-309

*Elizabeth Horn, College of Arts and Humanities*

On any given day, we are met with the whirlwind of the semester, commercialization of academia, pressures of tenure and promotion, struggling to obtain work/life balance, and stresses and emotions of our students that we ourselves absorb. In theory, we know that self-care is crucial for our success and stability in higher education, but when times get tough (and let's face it, it's always tough!), the things we do for ourselves seem like the easiest thing to scratch off the to-do list. Join Elizabeth Brendel Horn, Assistant Professor in Theatre, for an exploration of our past stories surrounding self-care in the work place in order to envision a more balanced, nurturing future. This interactive workshop will use beginner's storytelling and theatre-for-social-change strategies accessible to all, and no previous theatre experience is required.

**J7 Becoming Unraveled: Journaling for Self-Creation**

CB1-117

*Susan Jardaneh, College of Arts and Humanities*

Women in academia have unique challenges in trying to balance the demands of teaching, research, families, kids, and yet still trying to maintain some identity beyond their roles and titles. In this workshop we learn how to make time for sorting out one's thinking, state of mind, feelings, intuitions, apprehensions, hopes, and responsibilities by journaling and finding the right tools for journaling. Journaling allows women to stay connected to values, goals, and emotions important to them and allows for a record of growth and processing of experiences and thoughts that often women don't have time to do. Journaling also allows the mind to de-clutter and become more focused and attuned to problem-solving strategies. As diarist Anaïs Nin writes about journaling: "Put yourself in the present. This is my principal when I wrote the diary—to write the things I felt most strongly about that day. Start there and that starts the whole unraveling, because that has roots in the past and it has branches into the future." This workshop will give you the opportunity to do some purposeful unraveling.

**Project Time****2:30–3:30****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. If you're working on a technology project, feel free to work in the Faculty Multimedia Center (CB1-202), where you can use your own laptop or the provided equipment. Staff from the Faculty Center, the Center for Distributed Learning, and the Office of Instructional Resources will be on hand for technological or conceptual assistance.

**Handling Medical Emergencies**

CB1-122

*José Vazquez Perez, Environmental Health and Safety*

The purpose of this session is to teach untrained bystanders how to perform hands-only cardio-pulmonary resuscitation (CPR) and how to use an automated external defibrillator (AED). Hands-Only CPR is CPR without mouth-to-mouth breaths. It is recommended for use by people who see a teen or adult suddenly collapse in an "out-of-hospital" setting (such as at home, at work, or in a park). It consists of two easy steps: 1) call 911 (or send someone to do that), and 2) push hard and fast in the center of the chest. Hands-Only CPR can double or even triple a victim's chance of survival, and those chances can increase even further if an AED is used.

# THURSDAY, MAY 11

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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 pages 1-2 (same meeting place as Monday at 8:30 a.m.).

Showcase in Student Union Cape Florida  
(SU 316ABCD)

10:45-12:00

*Comments by Melody Bowdon, Associate Dean of the College of Undergraduate Studies and Executive Director of the Faculty Center for Teaching and Learning; and Barry Morris, Senior International Officer and Chief Global Strategist*

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

# NOTES

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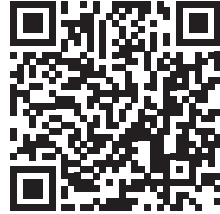
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## Faculty Center Services Survey

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

[http://ucf.qualtrics.com/jfe/form/SV\\_0BPbzyc3bupnAnj](http://ucf.qualtrics.com/jfe/form/SV_0BPbzyc3bupnAnj)

or via QR code:



If you don't have a QR code scanner, search for "QR Code Reader" by the developer "Scan" on either the Apple App Store or Google Play Store for a free, cross-platform QR solution.

The survey will be available through the end of May 12. Thanks for your support!

Thanks to our sponsor



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