

UCF SUMMER FACULTY DEVELOPMENT CONFERENCE



May 9–12, 2022

Conference at a Glance

	Monday, May 9	Tuesday, May 10	Wednesday, May 11	Thursday, May 12
8:30–9:00	Coffee and conversation	Coffee and conversation	Coffee and conversation	Coffee and conversation
9:00–9:50	Track Meetings and Registration	Concurrent Sessions (C)	Concurrent Sessions (F)	Concurrent Sessions (I)
10:00–10:50	Opening Plenary	Concurrent Sessions (D)	SPI Plenary	Track time in homerooms
11:00–11:50	Concurrent Sessions (A)	Student Success Plenary	Concurrent Sessions (G)	(11:00–12:00) Reception on CB1 patio
12:00–1:00	FPEP Lunch-and-learn	Florida Legislative Update Lunch on your own	Lunch on your own	
1:00–1:50	Concurrent Sessions (B)	Concurrent Sessions (E)	Concurrent Sessions (H)	
2:00–2:50	Tours, Track, or Project Time	Tours, Track, or Project Time	Tours, Track, or Project Time	
3:00–3:50	Track or Project Time	Tours, Track, or Project Time	Tours, Track, or Project Time	

Note: All sessions take place in Classroom Building One.

For session evaluations, please visit:

[https://ucf.qualtrics.com/jfe/form/](https://ucf.qualtrics.com/jfe/form/SV_8tQnIkYtOqPN6HY)

[SV_8tQnIkYtOqPN6HY](https://ucf.qualtrics.com/jfe/form/SV_8tQnIkYtOqPN6HY)



WELCOME

We are thankful for the opportunity to host the Summer Faculty Development Conference in person after two years of remote programming, and we are especially thankful to be “present” with you these four days.

During remote work, we learned the necessity of providing greater flexibility to students and colleagues, of becoming very strategic with our use of digital technologies, and of the need for ever increasing clarity, organization, and transparency. We have also confirmed in very powerful ways our students’ needs, and our own, for connection, belonging, and engagement.

During the conference we hope you will make new friends, form new collaborations, share your stories, and find inspiration in the experiences of others.

With our conference program we’ve tried to bring you topics that are relevant, timely, and interesting while also providing you time to work on your projects and to interact with colleagues. We hope you find the experience useful and enjoyable.

MONDAY, MAY 9

Coffee and Conversation

8:30-9:00

CB1-104 foyer

Join colleagues for informal coffee and conversation in the morning before sessions begin.

Track/Cohort Meetings and Registration

9:00-9:50

Faculty Center for Teaching and Learning

Kevin Yee CB1-103

Eric Main CB1-205

Chrissy Cruz CB1-218

Will Dörner CB1-220

High Impact Practices CB1-105

Kimberly Schneider, Elizabeth Horn, Alison Hudson, Liz Giltner, and Haley Winston

General Education Program CB1-107

Wayne Bowen, Annabelle Conroy, Amy Darty, and Karen Haslett

Writing Across the Curriculum CB1-112

Laurie A. Pinkert

Florida Prison Education Project CB1-113

Keri Watson

UCF Global CB1-301

Christina Cavage

Opening Plenary

10:00-10:50

UCF Teaching Award Winners Inspire Students and Colleagues

CB1-104

Amanda Groff (2021 Excellence in Undergraduate Teaching); Christine Hanlon (2022 Excellence in Undergraduate Teaching); Ashley Taylor (2021 Dziuban); Martha Hubertz (2020 Dziuban); and Laurie A. Pinkert (2022 SoTL)

Join us in a discussion of successful teaching and scholarship as UCF faculty members share stories of their pathways to success.

Concurrent Sessions

11:00-11:50

A1 Institutional & Programmatic Accreditation: What You Need to Know

CB1-103

Hank Lewis

We will discuss why accreditation matters, the difference between institutional and programmatic accreditation, UCF requirements for units seeking or reaffirming programmatic accreditation, and have a time for questions and answers. If your unit is considering programmatic accreditation or is about to renew your accreditation, or if you have questions about UCF's institutional accreditor, please join the discussion.

A2 Setting the Bar "High": Deepening Student Learning through High Impact Practices

CB1-105

Kimberly Schneider, Alison Hudson, Haley Winston, and Liz Giltner

Learn about the four HIP course designations offered at UCF: Service-Learning (SL); Research Intensive (RI); Integrative-Learning Experience (IE); and our newest designation, Global Learning (GL). These designations help faculty highlight their innovative teaching practices and provide students with high-impact experiences. As attributes added to traditional coursework, these course designations offer more equitable access to HIP experiences to all students. This introductory session will provide an overview of HIP designations and evaluation criteria, the benefits of submitting a course for HIP designation, and information about the submission process.

A3 Course Policies and Language that Could Promote Integrity and Prevent Misconduct

CB1-109

Jennifer Wright

Learn different ways to word and create course policies that can encourage students to demonstrate integrity and hold students accountable for not meeting the expectations of class. This session will provide suggestions related to writing policies regarding documenting absences and outside class work along with designing course expectations for graded work. This session will also provide suggestions for language necessary to keep course consequences and University consequences separate to hold students accountable for chosen behavior.

A4 Reimagining Writing Expectations: Linguistic, Cultural, and Technological Considerations for Contemporary Contexts CB1-112

Laurie A. Pinkert

Have you thought about the ways your own writing and your students' writing has changed with the emergence of new technologies and the increasingly global audiences for our communication? Join this session to think about the ways that writing expectations can, should, or have evolved within and beyond the university. Dr. Laurie A. Pinkert, Director of Writing Across the Curriculum and Assistant Professor of Writing and Rhetoric, get us all thinking about the ways that linguistic, cultural, and technological considerations can help us reimagine our roles in and our expectations for the culture of writing at UCF.

A5 Arguing in Color CB1-205

Martha Brenckle

Most of us would like for our students to be able to form arguments beyond the "why my paper is late" variety. This skill includes knowing what is arguable and worth discussing, what is evidence and recognizing illogical connections. It is easy when their theses are descriptive, but the more complex the thesis, the more difficult the task becomes. In this fun, very interactive workshop, I hope to show you how I help students learn to understand what arguments are socially significant (worthy of a discourse community's time) and which are subjective. All materials provided.

A6 Overview of the GEP Assessment Process CB1-218

Uday Nair

This session will provide an overview of the GEP assessment process, the requirements for effective assessment, and a discussion of the purpose of IE Assessment and how it relates to accreditation.

A7 Sandbox Panel CB1-220

Chrissy Cruz, Julie Donnelly, Emily Proulx, Farshid Safi, and Haley Winston

Moderators: Todd McMahon and Will Dörner

Join a panel of faculty members to learn about the unique active-learning Sandbox classroom, a collaboration in Classroom Building One between the Faculty Center, the Office of Instructional Resources, and UCF IT. Faculty members will discuss their experiences in the room, including how they adopt active-learning techniques to take advantage of the space and technology, and what special considerations they take into account when moving a course into that space.

Lunch**12:00–12:50****Lunch-and-learn hosted by the Florida Prison Education Project**

CB1-104

Keri Watson

Nearly 100,000 people are incarcerated in Florida, and Orlando has one of the highest incarceration rates in the nation (10%). Each year some 30,000 people are released from Florida's prisons, and approximately a third of these returning citizens will be rearrested within three years, because they lack the education needed to succeed. Yet until recently, Florida was one of only twelve states that did not offer any postsecondary educational opportunities to those in prison. Founded in 2017, UCF's Florida Prison Education Project provides educational opportunities to incarcerated and formerly incarcerated people in Florida, researches the benefits of prison education, and integrates the study of justice into the University of Central Florida curriculum. Come and share a meal with colleagues while learning more about the project's impact on our region over the last five years.

Assorted box lunches and drinks will be available for the first 200 attendees.

Concurrent Sessions**1:00–1:50**

B1 Learning and Implementing Course Improvements in Real Time: FCTL's Book Club as a Source of Intra-Semester Pedagogical Community and Inspiration

CB1-103

Martha Brenckle, Duncan Hardy, Vicki Lavendol, Daniel Seigler, Florence Williams, and Jennifer Wright

Moderator: Patty Farless

Join us for coffee, conversation, and pedagogical perceptions on how FCTL's Book Clubs create insightfully collaborative planning and strategies for effective teaching and student engagement, both during a current semester or in planning future semesters. These book group veterans from across the university will share their perspectives on the book club's role in creating pedagogical space for course adjustments as well as deeper insight into student learning, course design, etc. They will also share how the book group created a sense of collegial community and different outside-classroom perspectives about student learning and engagement.

B2 Creating an Inclusive Educational Space for People Impacted by Mass Incarceration

CB1-109

Meghan M. Mitchell and Kasey Cordero Treston

Over 6.7 million people are under some form of correctional control in the United States, with 2.3 million of those people in prisons. It is expected that 95% of all incarcerated people will reenter society at some point in time. Moreover, 1 in 12 young adults have a parent who is incarcerated. These statistics demonstrate that some of our students at UCF are either formerly incarcerated or have a parent who was or is under some form of correctional control. Given the magnitude of mass incarceration, it is vital that our classrooms are inclusive to these students, creating an optimal space for them to learn, grow, and develop.

B3 Option X: Games in the Classroom and Student Engagement

CB1-205

Terry A. Breese

Games and simulations are a proven pedagogy that enhances learning and student engagement in the subject matter. Terry Breese has been using simulations, notably but not exclusively those developed under the Reacting to the Past (RTTP) Consortium, since coming to UCF in 2015. He will discuss his experience with the pedagogy, its effectiveness in driving deeper critical thinking and its applicability across disciplines.

B4 Culturally Inclusive Teaching

CB1-218

Kavita Sawh

Professors/Teachers have the unique opportunity—and power—to positively impact the lives of their students. The level of impact within and outside of the classroom is largely dependent upon how engaged students are with the learning process. But not all students come from the same backgrounds or have had the same experiences. Therefore, traditional teaching strategies may actually stifle learning, negatively impact your students' sense of identity and worth, and inadvertently reinforce stereotypes. This interactive workshop aims to provide teachers with:

1. An understanding of culturally inclusive teaching and how it benefits all students
2. Culturally inclusive teaching strategies
3. Techniques on how to leverage the cultural capital of your classroom

The goal of Culturally Inclusive Teaching is to build upon traditional teaching pedagogies in order to reach all students at a much deeper and impactful level.

B5 **The Science of Memory: What We Know, and How to Help Students Study Better**

CB1-220

Kevin Yee

Increasingly, we know what does and doesn't work for learning, and for memory. We'll dive into the lessons from cognitive psychology on memory formation, retention, and retrieval, and examine how our own teaching practices, course design, assessment structure, and lesson plans can be adjusted to maximize student learning.

Tours, Track, or Project Time

2:00-2:50

Various

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions or tours.

Faculty Multimedia Center Grand Reopening

CB1-202

Beth Nettles

Please join us for the Faculty Multimedia Center (FMC) Grand Opening ribbon cutting ceremony Monday afternoon, May 9, at 2:00 PM. Dr. Tom Cavanagh and Dr. Jana Jasinski will be hosting. There will be snacks, swag, and fun activities to show off the upgraded facility. The newly renovated FMC features a training room, two collaboration rooms, three light board studios, AR/VR equipment, 3-D printing, and workstations for creating course content. Conference attendees are invited to sign up for a free portrait in our new photography studio.

Library Tours

Sandy Avila

Come see the newly renovated library spaces! Sign up at https://ucf.qualtrics.com/jfe/form/SV_03ducHEa3k74PAi.



Track or Project Time

3:00-3:50

Various

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TUESDAY, MAY 10

Coffee and Conversation

8:30-9:00

CB1-104

Join colleagues for informal coffee and conversation in the morning before sessions begin.

Concurrent Sessions

9:00-9:50

C1 Maximizing Curriculum Mapping with Library Resources

CB1-103

Andy Todd and Jason Phillips

This session will focus on curriculum mapping from a library perspective and highlights several practical applications in course development. Topics will include how to integrate library resources to support textbook affordability and learning outcomes, strategies to ensure that students obtain skills necessary to leverage library databases, and courses to target in order to ensure teaching research through course assignments.

C2 Student Care Services

CB1-109

Ryan Iocco

UCF Cares is an umbrella of care-related programs and resources dedicated to fostering a caring community of Knights. It takes all of us from students to staff, from faculty to friends, to show that we care about one another. The goal of the UCF CARES initiative is to build a culture of care one KNIGHT at a time. We are all UCF and need to do our part in connecting any fellow Knights in distress to appropriate resources. Student Care Services offers guidance, resources, and referrals to UCF students who are experiencing a distressing situation which significantly impacts academic or personal success. Our goal is to intervene before a student reaches crisis level and ensure the safety of both the student and the UCF community. This program will review the resources we can provide, the student of concern process and trends we are seeing at the university.

C3 Overview of Integrative GEP Resources and Survey Results

CB1-218

Amy Darty and Karen Haslett

Learn more about the resources available for integrating GEP Foundations and learning outcomes. The results of the GEP faculty survey will be shared and open for discussion.

C4 The Holy Grail of Pedagogy: How Rats and Snakes will Transform Your Teaching in Any Discipline CB1-205

Amanda Main

You have characteristics about your students, a number of artifacts, the film *Bully*, the top surface of a heated compartment, and observations of human behavior. How can you take these items and do something spectacular in your classroom that students will LOVE doing in teams and you will love because it is so easy? Join this session for the strange description; stay for the transformative opportunities to be the most sought-after instructor in your college. We will be implementing a cognitive apprenticeship model, which means we will be learning TBL by doing TBL. Come ready to jump in and have a great time with your colleagues.

C5 Creating Online Learning Modules Using Obojobo Next CB1-219

Zhongzhou Chen

If you are concerned with your students not completing pre-class reading materials, or do not have enough mastery of certain key concepts, you may want to consider this workshop which will provide attendees with hands-on, step-by-step guidance for designing and creating Online Learning Modules (OLMs) using the Obojobo Next platform. OLM is a highly effective, research-based instructional design that allows instructors to flexibly integrate new learning resources into existing courses. Educational research has shown that students are much more motivated to learn from OLMs than from other resources such as lecture videos or textbooks. The Obojobo Next platform, developed by the LS&T team at CDL, allows instructors to create OLMs using a highly intuitive visual editing interface and deploy to students free of charge through webcourses. These have been used in PHY 2048 for over four years and were consistently rated by students as the most helpful learning resource in the course. In this workshop, Dr. Zhongzhou Chen will introduce the design principles of OLMs and provide detailed guidance and design tips for attendees to create their own OLMs on the topic of their choice, and deploying the OLMs into webcourses for future students. Dr. Chen will also talk about methods for collecting and analyzing student interaction data with the learning modules to evaluate their effectiveness for interested attendees. This workshop is sponsored by the National Science Foundation through award number DUE-1845436.

C6 Classroom Technology Upgrades CB1-220

Todd McMahon and Scott Pritchett

Over the past year the Office of Instructional Resources has been very busy replacing the computers and monitors in most classrooms across campus. Additionally, there is a new desktop experience. Please join us for an overview of the new equipment and the new desktop features. Tips and tricks will be shared during the overview. Zoom, OneDrive, and Sign-Off are a few items with interesting options.

Concurrent Sessions

10:00-10:50

D1 Civil Pedagogy: Promoting Dialogue and Disagreement in Diverse Classrooms CB1-103*Michelle Dusseau, Martha Hubertz, Ann Miller, and Sharon Woodill*

One of our key roles as educators in this cultural moment is to create a climate in which encounters between students with different opinions and experiences can occur in the spirit of dialogue and mutual respect. By eliciting differing perspectives and encouraging our students to listen to people and ideas they may view as wrong, or even morally offensive, we can offer them the opportunity to cultivate a range of personal and civic virtues, to learn that their perspectives on occasion are complete or in error, and to identify more effective solutions to their concerns, even if their original perspectives were correct. Panel members will present specific tools and activities for building this kind of experience for students in a range of classroom environments.

D2 Best "Practices" in HIP courses: Models of Teaching Excellence through High Impact Practices CB1-105*Gregg Buckingham, Leandra Preston-Sidler, Amanda Snyder, and Charlotte Trinquet du Lys*
Moderator: Elizabeth Horn

High Impact Practices (HIP) course designations motivate instructors to innovate within their course design. This panel of four instructors will share how HIP designations have shaped their teaching practices, influenced their course design, and contributed to student success in their Integrative-Learning Experience (IE); Global Learning (GL); Service-Learning (SL); and Research-Intensive (RI) courses.

D3 COVID's Impact on Course Access and Accommodations CB1-109*Adam Meyer*

This session will explore how the higher education disability field has been impacted by COVID and the changes in teaching modalities. We will discuss new means of inclusive design and how certain accommodations have changed. Faculty will have a chance to ask questions and explore ways to address situations relevant to their teaching experiences.

D4 The Fulbright Scholar Program CB1-218*Karen Biraimah and Eric Hoffman*

This session will provide an overview of the Fulbright Scholar program for faculty, as well as tips on how to prepare a competitive application. Presented by UCF Fulbright Alumni from the fields of education and biology.

D5 Creating Online Learning Modules Workshop

CB1-219

Zhongzhou Chen

Use this time to create your own Online Learning Modules with Obojobo Next with guidance from Zhongzhou Chen. See session C5 above.

D6 Conversations with the UWC Tutors

CB1-220

Debbie Weaver

The UWC offers peer one-on-one consultations for both undergraduate and graduate students, but what really happens during those meetings? This session will touch on the kinds of work done in the center, give insight into the challenges tutors face, and address questions and concerns you might have in sending your students to the center.

Plenary**11:00-11:50****Moving the Needle on Student Success and Well Being at UCF**

CB1-104

Paige Borden, Adrienne Frame, and Theodora Regina Berry

Student success is a key mission of the university and an area of constant focus and improvement. UCF's achievements in this area are tracked through the strategic plan, annual Accountability Report, performance-based funding metrics, preeminent research University metrics, and several ranking agencies.

There are many ways to measure student success, but the gold standard established by the U.S. Department of Education as well as *U.S. News and World Report* for benchmarking is the six-year graduation rate of First Time in College Students (FTIC). However, in Florida we focus more on the four-year graduation rates. The most recent 2017 entering class of FTIC students achieved a four-year graduation rate of 50.0%. The 2007 cohort achieved a 35.9% four-year graduation rate translating to a 10-year improvement of +14 percentage points. *U.S. News* would rank the current four-year graduation as 56th among public, national universities and represents a large improvement over the 2007 cohort ranked as 110th. While these achievements have been significant, UCF has shown gradual improvements. Opportunities and newer initiatives promise continued gains, but at a more rapid pace.

This presentation will include an overview of key accountability metrics for UCF, discussion of the SDES student well-being model, and clarification of SLAS's intentional academic intervention strategies for student success to help move the needle forward on the metrics for UCF.

Lunch

12:10–1:00

Brown Bag Lunch on Florida Legislative Updates: What You Need to Know **(Bring your own lunch)**

CB1-104

Andrea Guzman, Robert Cassanello, and Jennifer Sandoval

We'll begin at 12:10 to allow you time to grab a lunch for this discussion on the state legislation passed in 2021–2022 that impacts the classroom. There will be a Q&A following.

Concurrent Sessions

1:00–1:50

E1 Supporting Academics' Health with Accessible Yoga Techniques

CB1-103

Theresa Portoghese

"As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others." - Maya Angelou

During this session, we will ethically explore accessible, researched yoga practices amenable to supporting professors' and students' health and academic pursuits.

No physical flexibility or special amenities are required, just an agile mind curious about whole-body research. The session includes the necessary supplies.

E2 Interdisciplinary Engagement, Research, and Collaboration Through Writing

CB1-112

Laurie A. Pinkert

Whether you're assigning reports in your classes, thinking about the best ways to support disciplinary development in your academic program, or communicating your research with public stakeholders, writing plays an integral role in what you do and how you do it. During this panel, you'll hear about the ways that writing has provided a site for interdisciplinary engagement, research, or collaboration for faculty and students in the sciences, humanities, and beyond.

E3 The Pedagogical Impact of FCTL Teaching Squares: As Huey Lewis might say, "It's hip [pedagogically] to be square" CB1-205

Vanessa Calkins, Francisco Fernandez-Rubiera, Meeghan Faulconer, Martha Hubertz, Ann Miller, Maria Montalvo, and Jacqueline Towson

Moderator: Patty Farless

Join us for another coffee, conversation and pedagogical discussion on the impact teaching squares are having on your colleagues; for example, one group's "comradic-challenges" to turn Covid-driven online classes into Quality and High Quality Review accomplishments and the same group's collaboration into a Center for Distributed Learning Course Redesign Extension. Additionally, others will share how participation in teaching squares created a sense of community and reflection-driven pedagogical revisions to assignments and courses. Finally, our participants will discuss how teaching squares move faculty out of their silos to interact with faculty teaching in other disciplines, different modalities and other campuses.

E4 Prison Pedagogies: Learning and Teaching with Imprisoned Writers CB1-218

Sherry Rankins-Robertson and Steffen Guenzel

Writing is an important form of intellectual and expressive self-development, especially for those in prison. It can literally change lives. Are you interested in tapping into the transformative potential of writing? In this session, Sherry Rankins-Robertson, editor of *Prison Pedagogies: Learning and Teaching with Imprisoned Writers* (2018), and Department of Writing and Rhetoric faculty member Steffen Guenzel share their experiences teaching writing to incarcerated learners and outline how it has influenced and impacted their research and teaching both on the inside and outside.

E5 Introduction to Qualtrics CB1-219

Will Dörner

Are you interested in using Qualtrics to administer surveys? Whether you're designing for class feedback or for large-scale data collection, Qualtrics can provide insight to help you answer your questions. Attend this session for an introduction to everything from accessing and upgrading your UCF-provided account to downloading and analyzing your data.

Participants are welcomed to follow up with an hour of hands-on guided practice.

E6 Getting Started with the Scholarship of Teaching and Learning

CB1-220

Melody Bowdon

This interactive workshop will provide introductory information about SOTL definitions, approaches, resources, and ethics. The session will include time for discussion; participants are invited to bring ideas about current or possible future research projects.

Tours, Track, or Project Time

2:00-2:50

Various

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions or tours.

Qualtrics Workshop

CB1-219

Will Dörner

Attend this hands-on session to practice making your own surveys or get assistance with a project that uses Qualtrics. See session E5 above.

Arboretum Natural Lands Tour (2:00-3:00 p.m.)

Kelsie Johnson and Jennifer Elliott

Meet at Nature Pavilion directly across from Parking Garage C. See green star on map in Webcourse.

Join Arboretum staff in a guided hike through the UCF Natural Lands that encompass over 800 acres of land and 15 miles of hiking trails. On this 3/4 mile hike, we will cover a small snippet of all that can be explored including uplands, an oak hammock, and cypress dome. Join us to experience the natural beauty found on our campus! Please sign up at https://ucf.qualtrics.com/jfe/form/SV_0rid3Ae1sbBlGMm.



Tours, Track, or Project Time

3:00-3:50

Various

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions or tours.

Arboretum Park Tour (3:15-4:00 p.m.)

Kelsie Johnson and Jennifer Elliott

Meet at Arboretum Office located directly behind the Harris Engineering Building, adjacent to Lot C2 and Garage C. See teal star on map in Webcourse.

Enjoy a guided hike around the Arboretum Park where Arboretum staff will give an overview of the Learning by Leading Program™ including our Community Garden, Greenhouse, Pollinator Gardens, and student designed landscapes. Join us to learn more about the program and how to get involved! Please sign up using the Qualtrics link or QR code above.

WEDNESDAY, MAY 11

Coffee and Conversation

8:30-9:00

CB1-104

Join colleagues for informal coffee and conversation in the morning before sessions begin.

Concurrent Sessions

9:00-9:50

F1 Curriculum Alignment in Gateway Courses: Process, Challenges and Opportunities

CB1-103

Harrison N. Oonge, Teresa Dorman, Marino Nader, Laurie A. Pinkert, Jeffrey Reinking, Kersten Schroeder, and Kristina Tollefson

Curriculum alignment has enjoyed 16 years of continuous engagement among faculty in nine disciplines from UCF and DirectConnect institutions. This initiative creates space for state and university faculty to be directly involved in transfer student academic success through course alignment discussions. Currently there are 50 lower-level and gateway courses included in alignment discussions. This panel will share the process of adding a course to alignment discussion; insights, opportunities and challenges of engaging in alignment; and how the engagement may support SoTL research.

F2 What You Never Knew You Wanted to Know about Open Educational Resources and Practices (OER/OEP): The Faculty Experience

CB1-205

Thomas Brueckner, Karina Cespedes, Nicole Lapeyrouse, and Bruce Wilson
Moderator: Jim Paradiso

In this panel discussion, Jim Paradiso (AIM Program Coordinator of Open Education) will facilitate a conversation with faculty members from four (4) different departments to discuss the impact(s) OER/OEP has had on their teaching practices and students' learning experiences.

Topics of this panel discussion include their roads to getting started, lessons learned, and future aspirations in the OER/OEP space.

We hope you'll join us for this celebration of critical work happening around increasing equitable access to education that UCF students so desperately deserve.

F3 Impact Statement Workshop CB1-218

Danielle Eadens, Mindi Anderson, and Reshawna Chapple

One of the hardest parts of assembling your promotion/tenure dossier is writing the impact statement. Many faculty do not know where to start. Attend this workshop to learn what goes into an impact statement, how to tell your story and to drill down into demonstrating your impact in your career. We will also share information on how to take an impact statement and use it to apply for awards.

F4 Effective Online Assessment and New Quizzes CB1-219

Elisabeth Greenwood and Roslyn Miller

The English word *assess* originated from the Latin term *ad sedere*, which means “to sit beside.” The concept of pulling up a chair alongside our students to help them succeed can be a valuable one when thinking about assessment in our online courses. Come to this session to learn ways to improve authenticity and integrity of your online assessments. Bonus content will include the latest information about the New Quizzes tool in Webcourses@UCF.

F5 Use iClicker However You Teach: Online, In-person, Hybrid, Synchronously, or Asynchronously CB1-220

Glen Garrett and Jacqueline Thibodeau

Many (most?) think of iClicker as an in-class, synchronous tool because that’s where we started. Teaching has changed, especially recently, and at iClicker we’ve changed as well to help meet your needs as instructors. iClicker Cloud includes both synchronous and asynchronous options including polling, quizzing, and assignments. Regardless of class size or delivery method (F2F, HyFlex, online), iClicker can help you increase attendance and participation, provide instant feedback, identify misconceptions in real-time, and more.

Plenary

10:00-10:50

Updates on the Student Perception of Instruction Process at UCF: Can We Improve It?

CB1-104

Chuck Dziuban, Patsy Moskal, Bill Self, and Martha Hubertz

Student evaluations have existed at UCF in various forms since our first few years as a university. The official intent of the instrument, and still its primary function, is to provide feedback to faculty to improve teaching effectiveness. The student voice is just one input—but a very important one—of such feedback. This panel discussion will provide a short history of developments of the instrument and an overview of our current process for gathering student feedback, including current weaknesses in the process. We will examine how other institutions are managing this process and brainstorm ways to improve the process at UCF.

Caveat: While we acknowledge several current controversies regarding disproportionate and inappropriate uses of student surveys in the evaluation of teaching, our focus today will address only the process for gathering information and including the student voice. How student perceptions are used in the evaluation of faculty is relevant, but beyond the scope of this discussion.

Concurrent Sessions

11:00-11:50

G1 Town Hall: Teaching & Learning at UCF

CB1-103

Kevin Yee

In this session, Kevin Yee, the new Director of the Faculty Center for Teaching & Learning, would like to hear from you about your experiences with teaching and learning at UCF. What do our instructors excel at? What are the current biggest challenges to student learning? How should FCTL focus its priorities to help you in the short and long term?

G2 So What's the "Impact"? What the Data Say about High Impact Practices

CB1-105

Kimberly Schneider and Elizabeth Horn

High Impact Practices (HIPs) help students excel in and out of the classroom. While administrators and faculty devote energy into the design and implementation of these courses, are students aware of the impact of these courses on their overall education? Through student data, this presentation will demonstrate the ways in which HIPs provide access and inclusive experiences for diverse student demographics. Finally, the presentation will share findings from pilot surveys, which measured student awareness of the HIP course designation, student perception of course fulfillment of HIP rubric criteria, and overall course satisfaction. The survey data illustrates the strengths and opportunities in UCF's HIP course designation model.

- G3 Practical Applications of Universal Design for Learning (UDL)** CB1-205
Amy Sugar
 Applying UDL principles to your course design allows you to proactively address learner variability while also supporting student learning and success. Join this hands-on workshop to explore UDL course design strategies for both synchronous and asynchronous learning environments, identify the strategies you are already using, and develop an action plan to implement new strategies you would like to adopt.
- G4 The Fulbright Scholar Program 2** CB1-218
Karen Biraimah, Eric Hoffman, and Ann Miller
 This session will provide an overview of the Fulbright Scholar program for faculty, as well as tips on how to prepare a competitive application. Presented by UCF Fulbright Alumni from the fields of biology, communications, and education.
- G5 Cultivating Self-Regulated Learning and Higher-Order Thinking Skills through Adobe Creative Cloud Technologies** CB1-219
Chrissy Cruz and Amy Darty
 Would you like to learn how to foster self-regulated learning and metacognition in your students through creative assignments? Are you in search of fresh ideas to bring your curriculum to life, while encouraging student creativity? In this session, Chrissy Cruz will introduce creative technologies and assignments that inspire student achievement, increase the depth of student thinking, and foster the development of reflective competence. ePortfolios as cumulative projects will be discussed as innovative approaches to increase higher-order thinking skills and digital literacy. Platforms such as the new Adobe Creative Cloud Express and Adobe Education Exchange will be explored, providing you with interdisciplinary teaching resources that will motivate your students to become intentional, independent, and self-directed learners.
- G6 Supporting Linguistically and Culturally Diverse Learners** CB1-220
Christina Khan and Claudia Aron
 International students and other linguistically and culturally diverse learners may face distinct challenges in an American classroom. Geared toward faculty, this session explores practical tips for supporting these student populations in the classroom and beyond.

Lunch

12:00-1:00

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 or near the CFE Arena (see back cover for list).

Concurrent Sessions

1:00-1:50

H1 Professional Carpe Diem: Seize Your Career by Investing in Yourself through Professional Planning, Progress, Awards and Promotions CB1-109

Martha Brenckle, Danielle Eadens, Christine Hanlon, Martha Hubertz, Allison Hurtado, and Amanda Snyder

Join us for another “coffee and conversation” about Faculty Excellence and Faculty Center for Teaching and Learning programming to help faculty invest in their professional progress. In this discussion, colleagues will discuss opportunities through FE and FCTL workshops to write impact statements, create Curriculum Vitas, promotion dossiers, professional groups and more. Moreover, this panel will discuss the importance of faculty membership in the National Center for Faculty Development and Diversity. Finally, our veteran colleagues will discuss how they turned their promotion dossiers into award winning endeavors. You work hard, so invest in yourself for your promotions, professional engagements, and awards!

H2 Art and Incarceration: Improving Student Well Being CB1-113

Julia Listengarten and Jason Fronczek

Many people in prison experienced trauma either as children or adults (56% of incarcerated men reported experiencing childhood physical trauma; some studies noted rates of trauma histories as high as 98% for incarcerated women) and incarceration has detrimental physical and psychological effects on those imprisoned and their families, which contributes to a cycle of violence and victimization (Wolff and Shi 2012). According to research conducted by the National Endowment for the Arts (2014), prison arts programs help participants develop better mental outlooks, reduce violence within the prison system, and decrease parolees’ likelihood of recidivism. The Florida Prison Education Project offers arts-based continuing education courses to people incarcerated in Central Florida and studies the effects of arts-based interventions on individual wellbeing. This session discusses how classes in drawing, painting, creative writing, and theatre have helped incarcerated students decrease anxiety, build cognitive and social skills, and increase their physical and psychological wellbeing.

H3 Refreshing the Research Process with UCF Libraries

CB1-205

Rachel Edford and John Venecek

This will be a discovery session whose goal is to share fresh, innovative ideas for teaching research in an informal, personal setting. The hosts will begin by presenting on recent collaborations with instructors before inviting attendees to share their “fresh” approaches to teaching research, ideas for collaborations, best practices, and more. Attendees are free to present something they have created for their class, or works-in-progress, and to solicit feedback from the audience. Presentations should be in the 5–7-minute range to allow everyone an opportunity to share.

H4 I Discovered a Potential Case of Academic Misconduct. What Do I Do Next?

CB1-218

Jennifer Wright

This session will provide step-by-step instructions for what to do if you believe a student has committed academic misconduct, submitted forged documentation, or provided false and misleading information to salvage a grade. Learn how to speak with a student(s), what to put in an email to a student(s) about discovering a potential case of misconduct, and how to address the entire class about the situation. This session will also address how to create course policies to hold a student(s) accountable and how to report an incident to Student Conduct and Academic Integrity.

H5 A World Class Welcome to UCF for New Students and Families in 2022

CB1-220

Mark Gumble

UCF will be implementing a re-imagined Orientation model for new students and family members beginning in Summer 2022. This new model will include a virtual and in-person onboarding experience that can be customized specifically for FTICs, Transfers, and other student groups. UCF faculty and student leaders will have greater opportunities to engage with and guide new students during their orientation experience. During this session, faculty members will receive an overview of the new model, be able to identify three key areas of transition that new students must consider for success at UCF, and learn about three faculty forums scheduled for new students this summer.

Tours, Track, or Project Time**2:00–2:50**

Various

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions or tours.

Tours, Track, or Project Time

3:00-3:50

Various

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page.

Tour the UCF Center for Writing Excellence

TCH-109

During this session, conference attendees are invited to walk over to Trevor Colbourn Hall Room 109 and visit the Center for Writing Excellence. You'll get to visit the Writing Across the Curriculum space where we host workshops, writing groups, and faculty development events and the University Writing Center, where undergraduate and graduate peer tutors provide free individual and group consultations at any stage of the writing process. Resources and refreshments will be provided.

Please sign up at https://ucf.qualtrics.com/jfe/form/SV_56jDfqoevWpZgUK.



THURSDAY, MAY 12

Coffee and Conversation

8:30–9:00

CB1-104

Join colleagues for informal coffee and conversation in the morning before sessions begin.

Concurrent Sessions

9:00–9:50

11 UCF Human Research Protection Program Updates and Q&A with the IRB Office

CB1-103

Gillian Bernal and Renea Carver

Join us for an overview of recent and upcoming updates to the UCF HRPP and bring your questions about the IRB review process. Topics for discussion include:

- Changes to the Graduate Studies requirements for IRB documentation
- Updates to protocol templates and guidance documents
- PI Quality Assurance Assessments
- External IRB reliance process
- Administrative check-in for studies not subject to Continuing Review requirements
- Rubric for initial study applications
- Psychological Harms in Exempt Research
- Data security for cloud-based transcription services
- Upcoming AAHRPP Accreditation

12 Innovation Opportunities for Faculty and Students–U.S. Department of Defense

CB1-105

Beverly Seay

The National Security Innovation Network (NSIN) within the U.S. Department of Defense supports innovators from defense, academic, and venture communities to change the way national security innovation works. Project based research opportunities (and often potential funding) are available for academic partners. This session will review the variety of ways UCF faculty can connect with NSIN to grow their research programs and expand their impact on student learning. All disciplines are invited to join in this conversation.

13

Required Course Materials and Library Resources: How to Integrate Streaming Videos and eTextbooks

CB1-109

Sara Duff and Lily Dubach

Join the Textbook Affordability Librarian and the Acquisitions Librarian as they showcase how to integrate streaming videos and eTextbooks into your courses. They will cover examples, benefits, and practical steps to get your courses ready.

14

Neurodiversity in Higher Education

CB1-205

Jaime Best and Christine Parsons

Students come to your classroom with a variety of abilities and experiences. Understanding the diverse challenges and barriers some students may face will allow educators to develop instruction and higher ed experiences that benefit students, instructors, and the university community.

15

Enhancing Course Quality Using the AI Presenter

CB1-218

Rohan Jowallah, Kathleen Bastedo, Francisca Yonekura, and Jacob Bates

The emergence of synthetic media gained dominance over ten years ago. Often categorized as AI-generated media, or deepfake, this form of artificial intelligence technology is becoming increasingly central for training and development. When used for educational purposes synthetic media can engage students and create an online presence for the instructor. The presentation will showcase the possibilities of using an AI presenter (synthetic media form) in an online course. In summary, the AI presenter/tutor can enhance the overall course delivery by:

- Explaining various concepts (moving the focus away from the tutor).
- Providing weekly course announcements/reminders.
- Depersonalizing course content for easy deployment in a templated course design.
- Presenting content in creative ways.
- Adding diversity to content presentation, etc.
- Addressing translation issues in a diverse population.

Sample of AI Presenter: <https://youtu.be/N3GMVfN1xPM>

Track Time

10:00-10:50

Meet with your track in the rooms listed on page 2.

Conference Reflection and Reception

11:00-12:00

CB1-Patio

Please join us for an hour of refreshments, discussions with colleagues, and reflections on the conference.

CONFERENCE PRESENTERS

Anderson, Mindi—Professor, College of Nursing; Healthcare Simulation Program Director, College of Nursing; Simulation Research Coordinator, College of Nursing

Aron, Claudia—Intensive English Language Program, UCF Global

Avila, Sandy—Science Librarian, UCF Libraries

Bastedo, Kathleen—Instructional Designer, Center for Distributed Learning

Bates, Jacob—Techrangers Team Lead, Center for Distributed Learning

Bernal, Gillian—IRB Manager, Office of Research

Berry, Theodorea Regina—Vice Provost, Student Learning and Academic Success; Dean, College of Undergraduate Studies

Best, Jaime—Postdoctoral Scholar, Toni Jennings Exceptional Education Institute

Biraimah, Karen—Professor and Academic Program Coordinator, Learning Sciences and Education Research; Faculty Fellow, UCF Global

Borden, Paige—Chief Analytics Officer, Analytics and Integrated Planning

Bowdon, Melody—Professor, Writing and Rhetoric

Bowen, Wayne—Interim Associate Dean, College of Undergraduate Studies; Director, Interdisciplinary Studies; Interim Director, UCF Abroad; Professor, History

Breese, Terry A.—Instructor, School of Politics, Security, and International Affairs

Brenckle, Martha—Professor, Writing and Rhetoric

Brueckner, Thomas—Associate Lecturer, Physics

Buckingham, Gregg—Lecturer, School of Public Administration

Calkins, Vanessa—Instructor, Writing and Rhetoric

Carver, Renea—IRB Manager, Office of Research

Cassanello, Robert—Associate Professor, History; President, United Faculty of Florida

Cespedes, Karina—Assistant Professor, Philosophy; Humanities and Cultural Studies Program

Chapple, Reshawna—Associate Professor, Social Work; Faculty Fellow, Faculty Excellence

Chen, Zhongzhou—Assistant Professor, Physics

Cordero Treston, Kasey—Doctoral Student, Criminal Justice

Cruz, Chrissy—Instructional Specialist, Karen L. Smith Faculty Center for Teaching and Learning

Darty, Amy—Senior Instructor, History; Online Specialist, History; GEP Faculty Fellow

Donnelly, Julie—Lecturer, Chemistry

Dorman, Teresa—Associate Dean, College of Sciences

Dorner, William—Instructional Specialist, Karen L. Smith Faculty Center for Teaching and Learning

Dubach, Lily—Textbook Affordability Librarian, UCF Libraries

Duff, Sara—Acquisitions & Collections Librarian, UCF Libraries

Dusseau, Michelle—Associate Lecturer, Nicholson School of Communication and Media

Dziuban, Chuck—Director, Research Initiative for Teaching Effectiveness

Eadens, Danielle—Associate Professor, Educational Leadership and Higher Education; Academic Program Coordinator, Educational Leadership and Higher Education

Edford, Rachel—Instruction and Engagement Librarian, UCF Libraries

Elliott, Jennifer—Program Director, UCF Arboretum and Natural Resource Programs

Farless, Patty—Instructor, History; Faculty Fellow, Karen L. Smith Faculty Center for Teaching and Learning

Faulconer, Meeghan—Visiting Instructor, Writing and Rhetoric

Fernandez-Rubiera, Francisco—Associate Professor, Modern Languages and Literatures

Frame, Adrienne—Interim Vice President, Student Development and Enrollment Services

Fronczek, Jason—Visual Artist and Program Coordinator, Florida Prison Education Project

Garrett, Glen—Senior Enterprise Solutions Specialist, iClicker

Giltner, Liz—Associate Lecturer, Modern Languages and Literatures

Greenwood, Elisabeth—Lead Instructional Technologist, Center for Distributed Learning

Groff, Amanda—Senior Lecturer, Anthropology; Online Undergraduate Coordinator, Anthropology

Guenzel, Steffen—Associate Lecturer, Writing and Rhetoric

Gumble, Mark—Interim Associate Vice President for Student Services, Student Development and Enrollment Services

Guzman, Andrea—Vice President for Diversity, Equity and Inclusion

Hanlon, Christine—Senior Lecturer, Nicholson School of Communication and Media

Hardy, Duncan—Assistant Professor, History

Haslett, Karen—Lecturer, Interdisciplinary Studies

Hoffman, Eric—Professor and Associate Chair, Biology

Horn, Elizabeth—Associate Professor, School of Performing Arts

Hubertz, Martha—Lecturer, Psychology

Hudson, Alison—Assistant Director, Office of Undergraduate Research

Hurtado, Allison—Director, Communications, Faculty Excellence

Iocco, Ryan—Director, Student Care Services

Johnson, Kelsie—Program Director, UCF Arboretum and Natural Resource Programs

Jowallah, Rohan—Instructional Designer, Center for Distributed Learning

Khan, Christina—Director of International Student Services, UCF Global

Lapeyrouse, Nicole—Lecturer, Chemistry

Lavendol, Vicki—Associate Instructor, Rosen College of Hospitality Management

Lewis, Hank—Assistant Director, Academic Program Quality

Listengarten, Julia—Pegasus Professor, Theatre; Artistic Director, School of Performing Arts

Main, Amanda—Lecturer, Management

Main, Eric—Associate Director, Karen L. Smith Faculty Center for Teaching and Learning

McMahon, Todd—Assistant Director, Office of Instructional Resources

Meyer, Adam—Director, Student Accessibility Services

Miller, Ann—Professor, Nicholson School of Communication and Media

Miller, Roslyn—Assistant Instructional Designer, Center for Distributed Learning

Mitchell, Meghan M.—Assistant Professor, Criminal Justice

Montalvo, Maria—Senior Instructor, Modern Languages and Literatures

Moskal, Patsy—Associate Director of Research, Digital Learning Impact Evaluation

Nader, Marino—Lecturer, Mechanical and Aerospace Engineering

Nair, Uday—Director, Operational Excellence and Assessment Support

Nettles, Beth—Interim Manager, Faculty Multimedia Center; Manager, Learning Content Development

Oonge, Harrison N.—Assistant Dean, College of Undergraduate Studies

Paradiso, Jim—Instructional Designer, Center for Distributed Learning

Parsons, Christine—Program Manager, Toni Jennings Exceptional Education Institute

Phillips, Jason—Social Sciences Librarian, UCF Libraries

Pinkert, Laurie A.—Assistant Professor, Writing and Rhetoric; Director, Writing Across the Curriculum

Portoghese, Theresia—Yoga Instructor, Rollins College

Preston-Sidler, Leandra—Senior Lecturer, Women's and Gender Studies

Pritchett, Scott—Manager of Multimedia Services, Office of Instructional Resources

Proulx, Emily—Instructor, Writing and Rhetoric

Rankins-Robertson, Sherry—Department Chair, Writing and Rhetoric

Reinking, Jeffrey—Associate Lecturer, Accounting; Associate Director, Accounting

Safi, Farshid—Associate Professor, School of Teacher Education

Sandoval, Jennifer—Associate Professor, Nicholson School of Communication and Media; Assistant Director of Inclusive Culture, Nicholson School of Communication and Media; Ph.D. Program Coordinator, Nicholson School of Communication and Media

Sawh, Kavita—Training Specialist, Office of Diversity and Inclusion

Schneider, Kimberly—Assistant Vice Provost, Division of Student Learning and Academic Success

Schroeder, Kersten—Assistant Professor, Burnett School of Biomedical Sciences

Seay, Beverly—Southeast Regional Director for the National Security Innovation Network, U.S. Department of Defense

Seigler, Daniel—Lecturer, Public Administration

Self, William—Professor of Medicine, Burnett School of Biomedical Sciences; Associate Director of Undergraduate Affairs, Burnett School of Biomedical Sciences

Snyder, Amanda—Lecturer, History

Sugar, Amy—Instructional Designer, Center for Distributed Learning

Taylor, Ashley—Lecturer, School of Visual Arts and Design

Thibodeau, Jacqueline—Representative, Macmillan

Todd, Andy—UCF Connect Librarian, UCF Libraries

Tollefson, Kristina—Professor, Theatre

Towson, Jacqueline—Associate Director, School of Communication Sciences and Disorders; Associate Professor, School of Communication Sciences and Disorders; Graduate Program Director, School of Communication Sciences and Disorders

Trinquet du Lys, Charlotte—Associate Professor, Modern Languages and Literatures

Venecek, John—Humanities Librarian, UCF Libraries

Watson, Keri—Associate Professor, Art History; Executive Director, Florida Prison Education Project

Weaver, Debbie—Senior Instructor, Writing and Rhetoric; Director, University Writing Center

Williams, Florence—Instructional Designer, Center for Distributed Learning

Wilson, Bruce—Professor, School of Politics, Security, and International Affairs

Winston, Haley—Assistant Director, Office of Experiential Learning

Woodill, Sharon—Lecturer, Interdisciplinary Studies

Wright, Jennifer—Program Manager, Student Conduct and Academic Integrity

Yee, Kevin—Director, Karen L. Smith Faculty Center for Teaching and Learning

Yonekura, Francisca—Associate Department Head, Center for Distributed Learning

NOTES

Use the Twitter hashtag **#UCFSFDC2022** to tweet information relating to the Summer Faculty Development Conference.

Lunch Options

The following restaurants are open for lunch during the conference:

Student Union and John T. Washington Center	Knights Plaza (by the Arena)
<ul style="list-style-type: none">• Bento• Chick-fil-A• Domino's Pizza• Huey Magoo's Chicken Tenders• KnightStop• Qdoba• Starbucks	<ul style="list-style-type: none">• Burger U• Domino's Pizza• Dunkin'• Gringos Locos• Subway



Stands For Opportunity