

2023 UCF Summer Faculty Development Institute

Focus on Student Success



Monday, May 8, through Wednesday, May 10

Welcome

Welcome to the 2023 Summer Faculty Development Institute. We are grateful to host this annual event where faculty from across campus can network, share, recover, learn, and reflect. We hope you will take this opportunity to meet new colleagues, form new collaborations, and find inspiration. While “student success” is always our primary mission, we make it our theme this year to re-imagine what success means and *could mean* given the many large-scale changes we are experiencing in higher education. We hope you find this experience useful and enjoyable.

The program includes three plenary speakers, each scheduled for the 10am block. On Monday, UCF’s Dr. Paul Dosal will introduce new initiatives aimed at improving student success metrics. On Tuesday, Doug Sprei, founder of the national *College Debates and Discourse* program, will present an approach for addressing polarized topics in a civil manner. On Wednesday, you will hear from Valencia College’s Dr. Isis Artze-Vega on student success through a Hispanic-Serving Institution lens. We begin each day with coffee and informal conversation at 8:30. Registration will occur in your assigned track homerooms (see table below). There are a variety of sessions, all 50-minutes long followed by 10-minute breaks. Please note that we are required to track attendance this year. We will distribute sign-in sheets occasionally, including during afternoons.

Many thanks to the Summer Institute Track Partners for their contributions.

Wednesday lunch provided by  **Hispanic Serving Institution Initiatives**

Morning coffee and snacks provided by **UCF Experiential Learning**.

Track Homerooms

Homeroom	Track name	Lead contact
CB1-103	FCTL1: last name Ach through Gao	Eric.Main@ucf.edu
CB1-105	FCTL2: last name GAU through Man	Kirby.Whittington@ucf.edu
CB1-205	FCTL3: last name Mas through Sol	Kevin.Yee@ucf.edu
CB1-220	FCTL4: last name Sou through Zha	Erin.Doggette@ucf.edu
CB1-122	High Impact Practice	Kimberly.Schneider@ucf.edu
CB1-107	General Education Program	Wayne.Bowen@ucf.edu
CB1-109	Hispanic Serving Institution Initiatives	Cyndia.Muniz@ucf.edu
CB1-112	Writing Across the Curriculum	Laurie.Pinkert@ucf.edu
CB1-113	Florida Prison Education Project	Keri.Watson@ucf.edu

Schedule at-a-glance

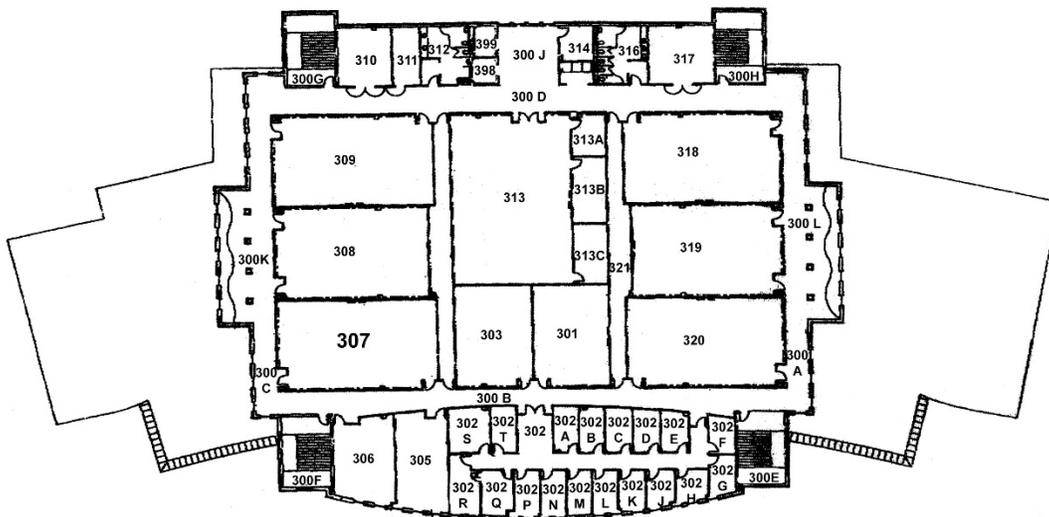
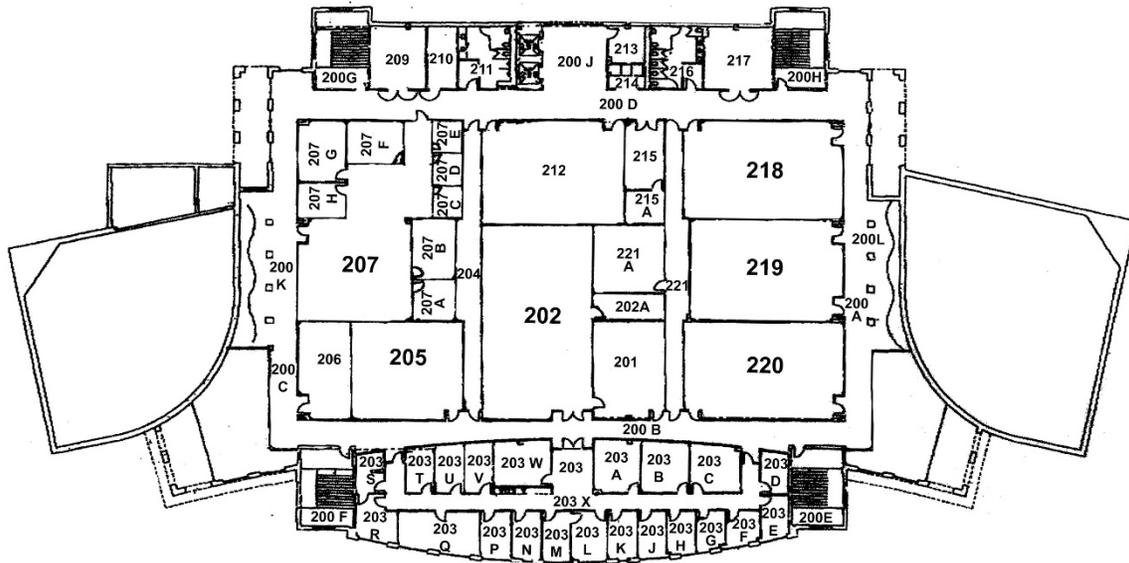
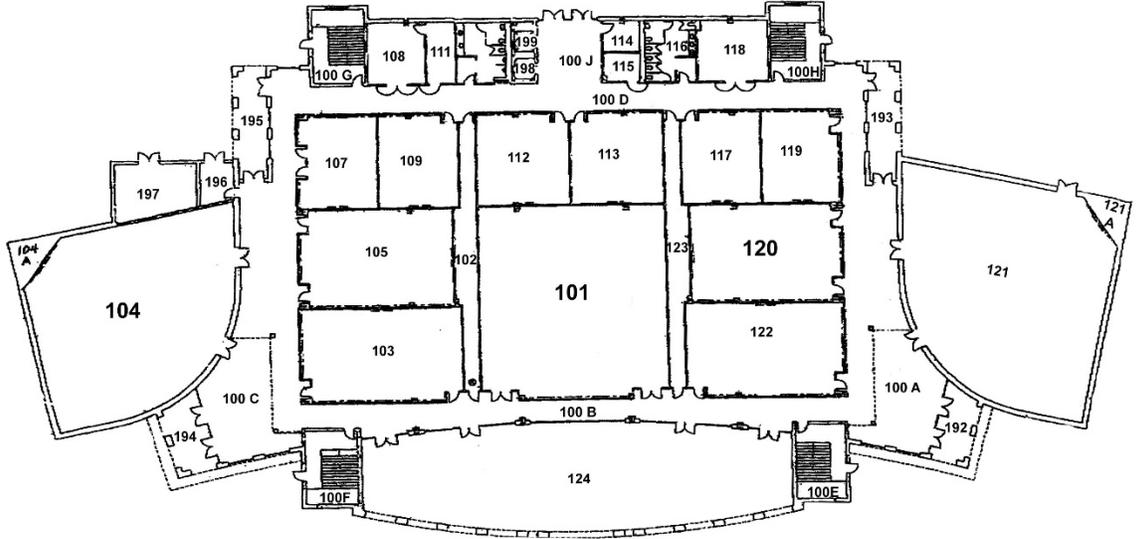
	Monday, May 8	Tuesday, May 9	Wednesday, May 10
8:30–9:00	Coffee and conversation	Coffee and conversation	Coffee and conversation
9:00–9:50	Opening track meeting	Concurrent sessions	Concurrent sessions
10:00–10:50	Plenary	Plenary	Plenary
11:00–11:50	Concurrent sessions	Concurrent sessions	Concurrent sessions
12:00–1:00	Film viewing/lunch/pizza	Film viewing/lunch/pizza	Lunch/pizza
1:00–1:50	Concurrent sessions	Concurrent sessions	Concurrent sessions
2:00–2:50	Concurrent sessions	Tabling event	Closing track meeting
3:00–3:50	Concurrent sessions	Concurrent sessions	Closing plenary



Please provide session comments by scanning this QR code into your phone.

Use the Twitter hashtag #UCFSI2023 to tweet information relating to the Summer Faculty Development Institute.

Room Locations



Monday, May 8, 2023

8:30-9:00 Coffee and Conversation

▶ CB1-104

9:00-9:50 Opening Track Meetings and Registration

▶ See track homeroom assignments on page 2

Track leaders will provide you with printed agendas and nametags. Because the institute includes several sessions per breakout time, we highly recommend that you form teams at this time and divide the sessions among you. Then, use some of the time during the final track meeting on Wednesday to share notes and reflections. So, keep good notes that can be shared.

9:50-10:00 Break

10:00-10:50 The Student Success Movement at UCF

▶ CB1-104

Paul J. Dosal, Senior Vice President for Student Success, Division of Student Success and Well-Being



Paul Dosal, Ph.D., joined UCF in July 2022. He is responsible for Enrollment Management, Student Success and Advising, Career Readiness and Experiential Learning, Student Life, and Health and Well-Being. He serves as the university's champion for creating and sustaining an integrated, comprehensive, and intentional student experience that ensures all students who start at UCF can finish at UCF. He is a Professor of Latin American History, specializing in the modern history of Cuba and the Caribbean region. He is the author of four books, including *Comandante Che*, a study of the military career of the legendary Latin American revolutionary Ernesto Che Guevara, and *Doing Business with the Dictators*, a history of the infamous United Fruit Company in Guatemala in the early 20th century.

In this presentation, Paul Dosal will align with and advance the strategic objectives identified in UCF's *Unleashing Potential*. While our student support team will provide holistic support to undergraduate students, the success of the movement requires close and productive relations with faculty. The session will include a discussion of how faculty can contribute to student success and elevate our performance on key metrics.

10:50-11:00 Break

11:00-11:50 Workshops

A. Digital Accessibility

▶ CB1-103

Kristeena LaRoue

Digital accessibility is a vital part of creating an inclusive digital environment. As technology continues to become an important part of our lives, so does the need to ensure that technology is accessible to all people. In this session, we will discuss the importance of digital accessibility, UCF's digital accessibility policy, and your role in creating accessible digital content.

B. Going Viral with Our Students: Using Memes and Social Media in Our Courses

► CB1-105

Evelin Pegoraro

Social media is not going anywhere any time soon, so let's learn to embrace it as an engagement tool in our classrooms. In this session, we will explore ways in which we can use various social media platforms to enhance our courses and our interactions with new generations and our ever-changing student population. We will explore different ways to create our own content, borrow from other content creators, and foster student creativity by adding a social media component to our courses.

C. GEP Assessment at UCF: The Process and the Purpose

► CB1-107

Annabelle Conroy

GEP Faculty Fellow Annabelle Conroy will review the assessment process for faculty and provide preliminary results from the pilot (2021-22) and first full year (2022-23) of the assessment model.

D. Connecting FPEP to your Undergraduate and Graduate Teaching

► CB1-113

Ahlam Al-Rawi, Iryna Malendevych & Keri Watson

As UCF's Designated Community Initiative, the Florida Prison Education Project doesn't just serve incarcerated students, it seeks to integrate the study of justice into the broader UCF curriculum. This session offers strategies for integrating FPEP into your undergraduate and graduate teaching and providing exciting, high-impact, service-learning opportunities to your students.

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

► CB1-122

Alison Hudson, Estrella Rodriguez, Kimberly Schneider, & Haley Winston

Learn about the four HIP course designations offered at UCF: Service-Learning (SL); Research Intensive (RI); Integrative-Learning Experience (IE); and Global Learning (GL). These designations help faculty highlight their innovative teaching practices and provide students with high-impact experiences. HIP courses offer more equitable access to crucial experiences and skills by incorporating them into coursework. 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.

F. The Effective Collaboration with Academic Advisors and Faculty to Support Student Academic Success

► CB1-205

Delia Garcia, Lee Anne Kirkpatrick, & Stephen O'Connell

Student academic success is a shared responsibility across the university, especially with the mutual support of academic advisors and faculty. Academic advising supports the student experience in the transition to the university setting and assisting students in creating realistic goals for their undergraduate experience leading to graduation. Representing the academic advising community for this workshop, our topic and discussion will center around (1) common practices of academic advising during a student's undergraduate experience (orientation, advisor assignments, advising and enrollment campaigns, student progression etc.); (2) how can academic advisors support

faculty members when dealing with challenging issues (absenteeism, poor course performance, etc.); and (3) how can faculty support the UCF academic advising community (sharing course syllabi, goals and outcomes of courses, etc.). A strong working collaboration will ensure that we are unleashing the potential of our undergraduate students.

G. The Knighted Faculty Program Information Session

► CB1-220

Alisha Janowsky, Ashley Taylor, Danny Seigler, Gisele Canova, Martha Hubertz, & Eric Main

The Faculty Center's "Knighted Faculty Program" is designed to provide instructional faculty with comprehensive training in the principles and best practices of teaching in higher education. Our panelists are all from the 2020-2021 pilot cohort. They will share their experiences with the program and its impact on their teaching, followed by Q&A with attendees. We will announce next year's program schedule, application requirements, and incentives.

12:00-1:00 Lunch

- During the break, the food vendors on campus alternate open hours, but some of them will be open each day of the institute.
- Additionally, the Faculty Center will be providing pizza in the foyer outside 104.
- **Optional Viewing of the UCF Documentary *Filthy Dreamers: A Florida University President Stands Up to Efforts by the State Legislature to Meddle in Academic Freedom and Wins!***

► CB1-104

Lisa Mills & Robert Cassanello

Join us for a lunchtime viewing of *Filthy Dreamers*, a UCF production that won the prestigious Ogeechee International History Film Festival's Best Student Film Award in 2020 as well as a College Television Emmy award. *Filthy Dreamers* focuses on efforts to restrict the academic freedom of female students at the Florida State College for Women in the late 1920s, a subject still relevant as public figures and religious activists continue their attempt at controlling curriculum in public schools, colleges, and universities. The 29-minute film will be followed by a discussion with Q&A. Bring your own lunch or grab free pizza from the foyer. We will begin promptly at 12:10.

1:00-1:50 Workshops

A. Integrating Sustainability Across Disciplines

► CB1-103

Martha Hubertz, Iryna Malendevych, Carlos Valdez, & Ryan Chabot

The integration of sustainability and the sustainable development goals from the United Nations will look different across the disciplines. In this panel discussion, four faculty members from various disciplines will discuss the variety of ways in which they have integrated one or more of the United Nations Sustainable Development Goals into their course. Participants will discuss what they have done in the classroom, the successes they have had, and the challenges they have encountered.

B. Frameworks for Ethical Decision-Making in Your Collaborative Work

► CB1-105

Stephen Kuebler & Jonathan Beaver

What personal and disciplinary values guide your work? How do these intersect with the values of your students and collaborators? What strategies can we use to foster ethical literacy and responsible decision-making among diverse participants? Through active discussion with colleagues and facilitators, participants will evaluate models for ethical decision-making and assess their relevance in collaborative interdisciplinary teaching and learning. Participants will take away teaching tools for applying one specific model, Reflexive Principlism, in learning settings.

C. HSI Initiatives are Everyone's Initiatives (Round Table)

► CB1-109

Jennifer Keefe

You don't have to be Hispanic to support Hispanic-serving initiatives. The work of fostering the success of Hispanic students is something everyone can engage in, regardless of your culture or your academic discipline. Join us to learn and discuss more about what it means to be Hispanic Serving and how you can support UCF's HSI mission and your students in ways that are authentic and achievable. The contents of the HSI track offered by this institute were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. #P031S220083.

D. Incorporating FPEP into your Scholarly Research and Creative Activity

► CB1-113

Laurie Uttich, Sharon Woodill, & Sherry Rankins-Robertson

Are you interested in incorporating FPEP into your scholarly research or creative activity? Have you conducted research on mass incarceration or higher education in prison, or do you want to share your experiences teaching in a prison environment with others? Bring your ideas to this workshop and receive guidance on how to realize your project.

E. Personalized Adaptive Learning in GEP Courses at UCF: A Course Redesign Initiative (Part 1)

► CB1-205

Thomas Cavanagh, Archana Dubey, & Wendy Howard

In this session, Dr. Archana Dubey will share her experiences redesigning the College Physics pathway courses using the Realizeit adaptive platform. Leadership from UCF Digital Learning will share rationales for integrating adaptive learning technologies in higher education and potential funding opportunities. The personalized adaptive learning (PAL) initiative is an innovative effort to provide students with individualized learning experiences at scale at the University of Central Florida. Refreshments, including snacks, fruits, drinks, and coffee, will be provided during the session.

F. What's New (and what's coming) in Webcourses@UCF

► CB1-220

Elisabeth Greenwood & Haley Winston

This session summarizes recent changes to Webcourses@UCF tools and features for the past academic year and looks ahead at the Canvas

development roadmap to highlight awaited updates and potential new applications.

1:50-2:00 Break

2:00-2:50 Workshops

A. A Student Success Program Model

▶ *CB1-103*

Lonny Butcher, Amanda Main, Christopher Leo, Lauryn De George, Lynn Becker, & Karen Ehrhart

“Student success” encompasses measures of student progress toward obtaining a degree in a reasonable amount of time and post-graduate professional attainment. UCFs College of Business defines student success as “Getting to the One” (completing a degree program with a job offer in hand). The college incorporated a series of four career development classes that include selecting and completing a set number of co-curricular career development activities. In this session, we will share the model used and the results we have found through a multi-year study of student attitudes, activities, and outcomes.

B. “I’m Afraid I CAN Do That, Dave.”–Academic Integrity and ChatGPT-X

▶ *CB1-105*

Stephen Kuebler & Jonathan Beaver

Participants will examine the current and future potential impacts of large language models like ChatGPT-4 and its future iterations on academic integrity issues like plagiarism facing our students and colleagues. Panelists will take-away a refresher on current academic integrity standards and institutional concerns as well as tools for thinking about the impacts of and responses to emerging artificial intelligence technologies on ethical conduct and standards.

C. What is Writing Across the Curriculum? And How can WAC Support My Teaching?

▶ *CB1-112*

Laurie Pinkert

The UCF Writing Across the Curriculum program has several initiatives that can help faculty design their writing goals, assignments, assessments. The program also hosts campus-wide writing initiatives, workshops, research projects, and community outreach. Come learn about what WAC can offer you and be the first to hear about the new WAC Faculty Fellows program, too!

D. Developing your FPEP course: GEP or Special Topics?

▶ *CB1-113*

Iradly Roche, Keri Watson, & Rohan Jowallah

Want to teach with FPEP but not sure where to start? This session looks at how to translate your GEP or Special Topics course to the prison environment, as well as the pros and cons of offering different types and modalities of classes.

E. Personalized Adaptive Learning in GEP Courses at UCF: A Course Redesign Initiative (Part 2)

▶ *CB1-205*

Archana Dubey, Baiyun Chen, Alfons Schulte, Kacie Tartt, Pamela Thomas, Joseph Lloyd, & Mike Lausch

UCF has implemented personalized adaptive learning (PAL) in foundational courses across disciplines since 2014. In this session, interdisciplinary faculty members will discuss the rationale for integrating adaptive learning technologies in foundational courses, reflect on the benefits of such an

initiative for students and faculty, share implementation procedures and challenges, and recommend key strategies that have been developed or have evolved from the initiative.

F. Open Forum: Apps & More

▶ CB1-120

Kevin Yee

Have you discovered an instructional app or online tool that helps you in your teaching or keeps your students engaged? While the session has a facilitator, there is no presentation. We will be sharing and learning from others.

G. Leveraging Your Scholarly Presence Using Metrics and Research Networking Tools

▶ CB1-212

Andy Todd & Ven Basco

This session covers evaluating your publishing impacts and managing your online researcher profile. Learn about methods and tools to obtain citation counts, impact data, and journal/article metrics, and why it is important to develop an online profile using sites such as Selected Works (UCF Affiliated), Stars, ORCID, Research Gate, Academia.edu, PIVOT, Google Scholar, and more!

2:50-3:00 Break

3:00-3:50 Workshops

A. UCF 2023 Teaching Award Winners Inspire Students and Colleagues

▶ CB1-103

Carlos Valdez, Michelle Dusseau, Emily Proulx, & Ricardo Zaurin

Congratulations to these winners of the 2023 Teaching Excellence Awards! Join us in a discussion of successful teaching and scholarship as UCF faculty members share their pathways to success!

B. Course Coordination and Curriculum Alignment: Why it Matters?

▶ CB1-105

Harrison Oonge, Teresa Dorman, Marino Nader, Dmitry Kolpashchikov, & Erin Saitta

Do you have concerns about course coordination across sections? Is your course a gateway course for your program(s)? Is your course a prerequisite for upper-level courses? If yes to any of these three prompts, then join us to learn more about horizontal, vertical, and interinstitutional alignment. Course alignment across sections (horizontal alignment), levels (vertical alignment), or across interdependent disciplines e.g., Mathematics-Physics-Engineering is critical to student progression and success. An aligned curriculum facilitates knowledge transfer and eliminates gaps and redundancies within the curriculum. This interactive session will involve a brief description of the curriculum alignment initiative and a discussion on various strategies faculty can use to achieve horizontal, vertical, and/or interinstitutional alignment. Presenters will share strategies for alignment that will allow for faculty autonomy whilst putting student success and quality instruction at the forefront.

C. Using New Quizzes for GEP Assessment

▶ CB1-107

Elisabeth Greenwood

This session is specifically for faculty teaching GEP courses to introduce and review the Outcomes integration in Webcourses@UCF (Canvas) and answer any questions faculty may have about this process.

D. Writing Your Teaching Statements

► *CB1-109*

Kevin Yee

Teaching statements are an essential part of many portfolios and applications. In this session participants will learn about structuring and writing a teaching statement that effectively showcases your views on the discipline, teaching, and learning.

E. Open Forum: COVID 19 Hangover and Student Disengagement

► *CB1-120*

Erin Doggette

One of the most pervasive topics in recent educational news is the high level of student apathy and anxiety. Are you experiencing this? What responses have you attempted? Are they working? While the session has a facilitator, there is no presentation. We will be sharing and learning from others.

F. Don't Disturb the Herd: Best Practices in Engaging with Large Classes

► *CB1-205*

Carolyn Massiah

Classes with larger enrollments require creative engagement strategies to achieve and maintain the same and/or better outcomes than average sized classes. In this interactive workshop, we will share our best practices in managing and engaging such large classes. Each attendee should leave with a practical strategy or task they can apply in their own class.

G. Yoga Practice with Beth Stone

► *CB1-220*

Beth Stone

Please join us for a stretchy, soothing, all levels yoga class designed to calm and center the mind and body as you end your day. All you need are comfortable clothing, a yoga mat, and a smile.

Tuesday, May 9, 2023

8:30-9:00 Coffee and Conversation

► *CB1-104*

9:00-9:50 Workshops

A. Culturally Inclusive Teaching

► *CB1-103*

Kavita Sawh

Educators 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, and
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 to reach all students at a much deeper and impactful level.

B. Green Zone Training: Introduction to Military-Connected Students

► CB1-105

Mike Kepner

Green Zone training provides faculty with valuable insights about student veterans and military-connected students as they transition into the student experience. The goal of this session is to provide attendees with greater understanding about military terminology and experience, provide insights into the UCF military population, develop an understanding of the issues and concerns faced by military-connected students, and advise how we can assist this population to achieve their educational and career objectives with the right campus resources.

C. Integrating Course Content for Cultural Visibility and Servingness

► CB1-109

Lisa Nalbone

Have you ever thought about who has influenced the landscape of your academic field and shaped current scholarship? This session explores “servingness” through cultural visibility in course content by centering Latin American, Caribbean, and Latiné/x philosophies and contributions across various subject matters. Participants will also gain valuable insight on how to partner with UCF’s Latin American, Caribbean and Latinx Studies Program to scale interdisciplinary learning opportunities.

D. Teaching Writing in an Age of Artificial Intelligence Tools

► CB1-112

Laurie Pinkert

With the release of ChatGPT, faculty are trying to imagine the many ways AI tools will impact higher education, disciplinary and professional writing, and the world around us. We'll discuss these technologies as related to writing, recap the highlights from the WAC brownbag series held with UCF faculty across disciplines, and brainstorm the ways that faculty might meaningfully address AI tools in their approaches to teaching writing.

E. Presentation by the Florida Department of Corrections and the Reentry Center of Brevard on the importance of Higher Education in Prison and Continuation of Services

► CB1-113

Nicholas O'Neal & Susan Kowalski

This presentation by the Volunteer Coordinator for the Central Florida Reception Center and the Reentry Coordinator for the Reentry Center of Brevard will discuss the value of higher education for those in prison and those recently released returning citizens. Learn more about how to get involved and how FPEP fits into the state's larger curricular objectives for system-impacted people.

F. Applying Universal Design for Learning to a Team-Based Learning Course

► CB1-205

Tamra Legron-Rodriguez, Julie Donnelly, & Amy Sugar

We will give a brief introduction to the Universal Design for Learning (UDL) framework and situate Team-Based Learning (TBL) within this framework. We will provide resources and ideas to help instructors plan for and implement UDL

principles in their TBL classrooms. Participants can expect to develop an understanding of the guiding principles of UDL, recognize the intersectionality of UDL and TBL, gain practical strategies for implementing UDL in any course, and examine and modify their own course materials within the UDL framework. Participants should bring a sample of their course materials (syllabus, course webpage, or activities). While this workshop focuses on TBL courses, the principles of UDL can be applied to any course, so join us even if you are new to, or curious about, TBL!

9:50-10:00 Break

10:00-10:50 Plenary Presentation

Braver Angels Debates for the Classroom and Campus

► CB1-103

Doug Sprei



Doug Sprei is co-founder and director of the national *College Debates and Discourse* program, an alliance between ACTA, Braver Angels, and BridgeUSA that has launched more than 150 campus and classroom debates engaging thousands of students at 75+ colleges and universities across the nation. In this role he develops institutional relationships, leads the team that organizes and launches Braver Angels campus and classroom debates, and guides training for faculty and students. He also drives ACTA's digital media around issues of academic freedom, academic excellence, and accountability; and hosts and produces the popular *Higher Ed Now* podcast.

In this brief plenary session, participants will explore the Braver Angels College Debates and Discourse program, in which students engage in civil debates around issues that divide the nation. Braver Angels debates for the campus and classroom are non-competitive and highly immersive, sparking deep listening, critical thinking and thoughtful communication. As students engage each other in a guided setting, they express and listen to opinions on polarizing topics, and come away with profound appreciation for viewpoint diversity. The Braver Angels Curricular Toolkit, developed by faculty for faculty, provides an easy to implement template for conducting debates as a classroom assignment.

10:50-11:00 Break

11:00-11:50 Workshops

A. Braver Angels Faculty Debate

► CB1-103

Doug Sprei

Following the plenary workshop, there will be a break-out session in which faculty members are invited to participate in and experience an actual Braver Angels debate — on a special topic and resolution that they themselves select. Program leader Doug Sprei will guide and chair the debate, teaching participants the simple parliamentary format that enables participants to make speeches, ask questions, and engage respectfully around difficult and divisive issues. Note: the session will probably go beyond the 50 minutes by about 10 or 15 more minutes.

B. Literature Reviews and Library Support Models

► CB1-105

Corinne Bishop, Jason Phillips & Andy Todd

Join us in a discussion of the “what, when, and why” of planning various types of literature reviews and the academic library models used to support

faculty and student literature reviews ranging from systematic reviews for original research to reviews used in course assignments.

C. FPEP and UCF-Connect: Increasing Pathways to Student Success

▶ *CB1-113*

Tanya Armstrong & Keri Watson

Did you know that FPEP offers scholarships for current UCF undergraduate students who have been impacted by the criminal justice system? Or that FPEP supports student efforts to increase access to higher education, and works to create more pathways to student success? This session provides information on how FPEP works with Direct-Connect to serve our community.

D. Putting the Best "Practices" in HIP Courses: Teaching Excellence in High Impact Practices

▶ *CB1-122*

Estrella Rodriguez, Eunkyung "Muriel" Lee, Elizabeth Horn & Richard Plate

High Impact Practices (HIP) course designations motivate instructors to innovate within their course design. This panel of 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. Participants will be able to ask questions pertaining to course design, submission procedures, and designation approval.

E. Servingness in STEM

▶ *CB1-205*

Paloma Vargas

This session will explore the concept of "servingness" in STEM, based on the works of Rendón, Yosso, Canning, and Garcia. Participants will learn about culturally responsive pedagogical practices that foster success for underrepresented students in STEM-related disciplines. Everyday examples will center Hispanic/Latino/a/é/x ways of knowing, as it relates to the first-generation college experience.

F. Open-Source Course Power-Ups

▶ *CB1-212*

Corey Peterson

Materia is a software platform built in-house at UCF, empowering faculty to enhance their course with engaging, interactive tools called widgets. Learn how to build, customize, and share your widgets with students in minutes to boost engagement and improve learning outcomes.

G. Wireless Screen Sharing with Ditto and More

▶ *CB1-220*

Julie Donnelly & Todd McMahon

Bring-your-own-device (BYOD) is a major concept driving classroom (re)design and technology choice on both the main and downtown campuses. Ditto Connect lets you and your students easily share, collaborate, and present content from personal devices. Ditto will be available in most classrooms by Fall 2023. In this interactive session, we will begin by loading Ditto Connect on your device and introducing the features of the app. Then, we will discuss pedagogies that would be facilitated by the use of Ditto Connect, giving you ideas for using the app in your classroom. Please bring a charged device (e.g., computer, tablet, smart phone) that you expect to use for teaching. This session will also briefly introduce a number of other upgrades made to classrooms across campus.

12:00-1:00 Lunch

- During the break, the food vendors on campus alternate open hours, but some of them will be open each day of the institute.
- Additionally, the Faculty Center will be providing pizza in the foyer outside 104.

- **Optional Viewing of the UCF Documentary *The Committee***

▶ *CB1-104*

Lisa Mills & Robert Cassanello

The Committee, winner of over a dozen film awards, was created by the Honors Advanced Documentary Workshop Class at UCF under the advisement of faculty members Robert Cassanello (History) and Lisa Mills (SVAD). It is a documentary about the little-known Florida Legislative Investigative Committee from 1956-1965 that was formed to root out communist and homosexual teachers and students from Florida universities. The 26-minute film will be followed by a discussion with Q&A. Bring your own lunch or grab free pizza from the foyer. We will begin promptly at 12:10.

1:00-1:50 Workshops

A. Open Forum: Faculty Work-Life Balance

▶ *CB1-103*

Eric Main

Barriers to work-life balance are many and increasing. Cognitive and emotional dissonance increase burnout and affect campus culture. The factors can vary depending on faculty members' rank, role, workload, and personal responsibilities. What can be done? What should be done? Let's work together to articulate some goals. While the session has a facilitator, there is no presentation. We will be sharing and learning from others.

B. Resources for Conceptualizing and Constructing Civil Pedagogy

▶ *CB1-105*

Ann Miller, Sharon Woodill, Michelle Dusseau, & Martha Hubertz

Faculty who wish to engage students in civil dialogue about relevant but controversial issues may have a number of concerns, one of which is where to get guidance for the logistics of setting up that kind of learning experience. This panel will present a set of resources available to faculty in a wide range of fields. Attendees will leave with a fact sheet of free pedagogical tools for the purpose.

C. The General Education Faculty Learning Community: Providing Tools and Building Community

▶ *CB1-107*

Amy Darty

GEP Faculty Fellow Amy Darty will present on updates available on the GEP webcourse, ways to help faculty integrate more GEP images and tools in their courses and improve visual sharing with students.

D. *Cultura en la Clase*: Creating a Culturally Responsive Curriculum

▶ *CB1-109*

Natalie Torres

This workshop is for faculty interested in creating a more inclusive and culturally responsive learning environment for their students. Participants will explore key

concepts in Juana Bordas's book, *The Power of Latino Leadership*, and hear examples from the 2022-2023 ULEAD Latinx Leadership courses to learn how they can utilize cultural assets to help Hispanic/Latino/a/é/x students achieve academic success.

E. Developing Open Access Course Materials for Prison-Based Classes

► CB1-113

Annabelle Conroy, Heather Vazquez & Jason Fronczek

Offering open access and low-cost course materials is a valuable goal for everyone, but it is especially important to our incarcerated students. Did you know that FPEP works with publishers and foundations to provide free course materials? Join this session to find out how you can develop open-access materials for all your classes.

F. What's the "Impact"? What the Data Say about High Impact Practices Courses

► CB1-122

Kimberly Schneider & Alison Hudson

High Impact Practices (HIPs) help students excel in and out of the classroom. While administrators and faculty devote energy to the design and implementation of these courses, how do students perceive the impact of these courses on their overall education? Through student dashboard data and first destination survey 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.

G. Welcome to the Impossible Classroom! The Sandbox

► CB1-220

John Shafer & Todd McMahon

I work in an impossible classroom. It is called "The Sandbox." I play there with my students. The Sandbox is an active learning, test classroom. You may write on the walls, cast images and video wirelessly from your own cellphone. You may engage and disengage opaque outer walls. You may choose from an assortment of hardware and software options when sharing ideas. The room includes flexible, moveable furniture. You can experiment every day as you play in this learning lab. How will this play impact other classrooms? What will be adopted? What will be purchased for wider distribution? We are learning a lot by playing in the Sandbox that is applicable to all classrooms. Now... today... in your classroom... the Possible Classroom... this workshop will share replicable Sandbox class activities that you can adopt today and use for your own classrooms.

1:50-2:00 Break

2:00-2:50 Tabling Event: UCF Support Offices

This is an opportunity to speak with representatives from various UCF support offices. Wander at will among the tables set up on the first floor of Classroom Building One. Meet new colleagues and discuss services and ideas for your teaching.

2:50-3:00 Break

3:00-3:50 Workshops

A. Navigating Mental Health Support at UCF

▶ CB1-103

Karen Hofmann & Ryan Iocco

On a large campus it can be hard to know what resources are available to support student mental health. This presentation will help you gain knowledge of the services available to students on campus, how to make appropriate referrals, and how to manage students in distress. Student Care Services and Counseling and Psychological Services will be presenting on this topic.

B. Benefits of Adopting OERs: A Case Study from Anthropology

▶ CB1-105

Amanda Groff, Sandra Wheeler, & John Schultz

Representatives from Anthropology will discuss the benefits of adopting OERs for not only students, but also for departments. We will highlight strategies for faculty buy-in and review projected timelines for adopting OERs. In addition, we will share examples of types of low- to no-cost course resources that can be adopted in alignment with the AIM initiative.

C. ¡Bienvenidos Transfers! Creating a Seamless Experience from Transfer to Graduation

▶ CB1-109

Harrison Oonge & Lisa Cruz

You'll learn more about the UCF seamless transfer process, including what is expected of transfer students and what tools are available to help them to transition from the state college to the university. You'll pick up strategies to help transfer students acclimate to UCF and how you, as a faculty member, can make them feel welcome and be successful in their studies.

D. Linguistic and Cultural Considerations for Contemporary Writing Contexts

▶ CB1-112

Laurie Pinkert

Have you ever thought about the ways your own writing and your students' writing have changed with the increasingly global audiences for communication? Do you want to better support the breadth of experiences multilingual students bring to their writing? Are you looking for ways to support students who speak and write in languages beyond English? Join this session to think about the ways that writing expectations can, should, or have evolved within and beyond the university.

E. Florida Prison Education Project: Outreach and Advocacy Work

▶ CB1-113

Steffen Guenzel & Jason Fronczek

Are you interested in advocacy work? Recently nominated for a Nobel Peace Prize, the Florida Rights Restoration Coalition is committed to ending disenfranchisement and discrimination against people with convictions. FPEP works with FRRC to increase educational opportunities for people who are impacted by the criminal justice system. Find out how you can get involved in FRRC and support FPEP in this session.

F. Alternative Perspectives on Accessibility

► *CB1-205*

Kirby Whittington & Erin Doggette

Conversations on accessibility seem to focus on digital spaces; however, the conversation should not end there. This workshop's focus is on broadening the scope of accessibility to include general accessibility in the in-person teaching and learning experience.

G. Yoga Practice with Beth Stone

► *CB1-220*

Beth Stone

Please join us for a stretchy, soothing, all levels yoga class designed to calm and center the mind and body as you end your day. All you need are comfortable clothing, a yoga mat, and a smile.

Wednesday, May 10, 2023

8:30-9:00 Coffee and Conversation

CB1-104

9:00-9:50 Workshops

A. Accommodations & Compliance

CB1-103

Kavita Sawh, Nancy Myers, Mike Kepner & Theda Llewellyn

Join us for a conversation with Nancy Myers, J.D. (Director of Office of Institutional Equity), Mike Kepner (Director of Office of Military and Veteran Success), and Theda Llewellyn (Assistant Director of Student Accessibility Services). In this chat, we will discuss accommodations based on disability, pregnancy or pregnancy-related conditions, religion, and military-related leaves, including the process for seeking an accommodation and whom to contact if you have concerns or questions about requested accommodations. This coffee chat will be hosted by Kavita Sawh, Training Specialist in the Ginsburg Center for Inclusion and Community Engagement, Office of Diversity Education and Training. Coffee will be provided.

B. Florida Math Pathways and Statewide GEP Updates

► *CB1-107*

Teresa Dorman & Wayne Bowen

This workshop will share information about the new Math Pathways and reveal upcoming changes to the General Education in the State of Florida, which will impact UCF in 2023-24 and beyond. Hear how new regulations and state laws will modify courses and embrace pathways that will impact both the UCF General Education Program and degree requirements.

C. Supporting Students Toward Graduate Research Fellowships

► *CB1-112*

Laurie Pinkert

Do you mentor students who are applying for graduate research funding? Come learn about the course-based support that's available to help students throughout the writing process. This session will provide an overview of the fellowship-writing initiative that was developed through UCF's COACHE Innovation project and highlight the ways that the program has evolved to support numerous National Science Foundation Graduate Research Fellows, Ford Diversity Fellows, and others over the last five years. We'll also highlight the ways that funding agency

expectations for student fellowships differ from faculty awards in order to help you be more knowledgeable in your mentoring activities and reference letter-writing.

D. Incorporating Guest Lectures into your FPEP Classes

► *CB1-113*

Heather Vazquez & Keri Watson

Guest speakers are fundamental in breaking down the barriers of the classroom walls to deepen learning, and nowhere are the walls thicker than in the prison. Guest lectures are a vital part of FPEP classes, as the experience gives students the opportunity to connect with professionals and create meaningful learning connections. It is also an opportunity for students to practice professionalism and critical thinking. Learn more about FPEP's guest lecturer program in this session.

E. Using Team-Based Learning Through Transdisciplinary Lens

► *CB1-120*

Kristie Lewis and Jennifer Sandoval

Team-Based Learning (TBL) is a well-defined instructional strategy born from use in business and science courses. TBL brings together theoretically based and empirically grounded strategies for ensuring the effectiveness of small-group interaction. In this session, you will learn how a group of faculty at UCF were solicited to create one TBL module for a new course here at UCF. Benefits of attending this session will include: 1) learning the advantages of a flipped classroom, 2) learning how to find small ways to innovate course design for increased learning by students, and 3) learning how to adopt TBL practices in your own classroom.

F. Using Game Design Techniques to Improve Student Engagement and Success

► *CB1-205*

Peter Telep

Welcome, heroes! You're about to embark on a journey most fantastic, learning how to level up your teaching by incorporating game design into your course. 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.

9:50-10:00 Break

10:00-10:50 Plenary Presentation**Fueling Student Learning & Success with Cultural Relevance
& Confianza**► *CB1-104**Isis Artze-Vega*

Isis Artze-Vega, Ed.D., serves as college provost and vice president for academic affairs at Valencia College in Central Florida, a Hispanic-Serving Institution that serves about 65,000 students annually and has long been regarded one of the nation's best community colleges. She provides strategic leadership for the college's seven campuses, in addition to the areas of curriculum, assessment, faculty development, distance learning, career and workforce education, and partnerships for educational equity. Prior to joining Valencia, Isis served as assistant vice president for teaching and learning at Florida International University (FIU), leading such efforts as a gateway course project, a hybrid course initiative, and the comprehensive redesign of teaching evaluation. Prior to joining FIU, she taught English composition and enrollment management at the University of Miami. Most importantly, she is the proud wife of visual artist Sinuhe Vega; the proud Mami of Kamilah, 16, and Delilah, 14; and forever indebted to extraordinary parents, Mayra and Elias. Her work is fueled by a commitment to equity and justice, implemented through love and service.

Faculty know motivation is crucial to student learning and success, yet it's often unclear if an individual faculty member's teaching practices can influence student engagement. Dr. Artze-Vega will introduce research-informed strategies with which faculty can proactively support the success of all of their students, emphasizing those traditionally underrepresented in higher education and in particular, the large proportion of Knights who identify as Hispanic (or more precisely, as *Boricua, Colombiano, Venezolano, Cubano, Dominicano, Mejicano, y más*).

10:50-11:00 Break**11:00-11:50 Workshops****A. Saving Faculty Time, Saving Students Money**► *CB1-103**Lily Dubach & Jim Paradiso*

This session will share how the UCF Libraries and Center for Distributed Learning (CDL) can help you connect to free (open or library-sourced) resources and tools to find, adapt, or author your course materials and reduce student out-of-pocket cost to zero (\$0). Session activities include constructing queries to find quality, relevant free/open materials and using AI technology to automate the course assessment creation process.

B. Become a Fulbright Scholar: Opportunities for Global Research, Education, and Cultural Immersion► *CB1-105**Karen Biraimah, Yoon Ki Choi, Naim Kapucu, & Eric Hoffman*

We will provide the most current information on opportunities within the Fulbright U.S. Scholar Program (the U.S. government's flagship program of international educational and cultural exchange). After briefly explaining various aspects of these programs, the panel will provide tips on preparing a competitive application for the 2024-25 award season. The panel will also briefly provide information on the Fulbright Specialist and Distinguished Chair programs. The panel is comprised of UCF Fulbright Alumni (Australia, Brazil, Kenya, Malaysia, Namibia).

South Korea and Uganda). They will share their Fulbright experiences, address questions, and provide additional information to interested faculty.

C. Putting the Research to Work: Action Planning for Cultural Relevance & *Confianza*

► CB1-109

Isis Artze-Vega

Building on the plenary session, this workshop will engage faculty in 1) evaluating their current efforts to design courses and facilitate learning in ways that leverage the power of cultural relevance and *confianza* (trust), 2) identifying new ways to enhance both factors, and 3) developing an action plan for concrete next steps.

D. Team Teaching with FPEP

► CB1-113

Laurie Uttich & Heather Vazquez

Team teaching encourages creativity, deepens professional relationships, supports a culture of collaboration, and allows faculty to share the workload. Learn more about team teaching with FPEP where you can share your ideas and get feedback from a dynamic duo!

E. Tr(AI)ning Oral Communication Skills Using Artificial Intelligence

► CB1-205

Amanda Main

I examine the use of Artificial Intelligence (AI) to train students in public speaking with real-time feedback. Student demographics, political views, goal orientations, and comfort with AI were examined against performance. AI represents an innovation in many courses—online, large, and content-heavy—conditions that challenge development of oral communication skills.

F. Making Learning Modules "Chegg-Proof"

► CB1-220

Zhongzhou Chen

One of the main concerns of today's instructors regarding online homework and online assessment is the threat of Chegg and, more recently, ChatGPT. How can we stop students from simply copying the answers to homework and exams online? In this workshop I introduce one possible solution by harnessing the power of GPT models themselves to generate large numbers of isomorphic problems, problems that test the same core concept but differ in surface features, and randomly select problems to give students for practice. With a combination of GPT, Inkscape and WolframAlpha, large numbers of isomorphic physics problems can be generated relatively efficiently. Furthermore, I will show that giving students the same problems from those problem banks on an exam does not significantly reduce the difficulties and discrimination of the problems, and only incur a small amount of rote/specific learning. This could lead to a transformative way of conducting exams in the future.

12:00-1:00 Sponsored Lunch: Unleashing POTENCIAL & HSI Overview

► CB1-104

Dr. Cyndia Morales Muñoz will present UCF's Project POTENCIAL and related HSI initiatives. The purpose of POTENCIAL (Promoting Opportunities that Enhance Navigation, Completion, Inclusion, and Learning) is to expand and enhance institutional capacity to increase timely graduation rates for Hispanic/Latino/a/é/x and low-income students. Lunch from Zaza Cuban Comfort Food will be provided along with Latin music.

1:00-1:50 Workshops

A. What Is Your “Virtual” Reality? Strategies for Online Engagement

► *CB1-103*

Monica Montalvo, Lisa Nalbone, Sandra Sousa, & Kacie Tartt

Join your colleagues for a discussion that explores teaching fully online in today’s learning environment. This session will address new modalities and attributes, resources that exist at UCF, benefits to learning communities, and increasing student engagement and motivation. Attendees will participate in an idea exchange to enhance their approach to the virtual setting.

B. Supporting Our Students through Increased Awareness of Transfer Challenges and Textbook Affordability Initiatives

► *CB1-105*

Peggy L. Nuhn & Lily Dubach

UCF has an established record of welcoming transfer students. Direct-Connect was an early and successful initiative making a baccalaureate degree attainable. Still, the transfer pathway is not without challenges, and all students are impacted by high textbook costs, which may cause students to take fewer courses per semester or forego purchasing books altogether, potentially impacting their GPA and/or delaying graduation. This interactive session aims to enlighten us on some of these challenges and explore potential ways to mitigate them and support student success.

C. FPEP: How to Get Cleared with the FDC so You Can Start Volunteering

► *CB1-113*

Keri Watson, Jason Fronczek, & Heather Vazquez

In this nuts-and-bolts session, we’ll walk you through the paperwork necessary to start the FDC volunteer approval process. You’ll also learn best practices in higher education in prison and be introduced to some of the rules and regulations important to remember when teaching in prison.

D. From Star Wars to Harry Potter: Using Theme-Based Courses and Assignments to Supercharge Student Engagement

► *CB1-120*

Kevin Yee & Peter Telep

Adding a themed overlay to your course, even when not related to your course content, creates excitement and raises student motivation. We’ll discuss ways to choose a theme from popular culture and methods by which you could incorporate the theme, such as course “trailers,” themed syllabi, and infusing the theme into Webcourses and assignments. Participants will leave with ideas for implementing best practices and details about which tools to use to make their theme a reality.

E. Active Assailant and Threat Management

► *CB1-205*

Matthew Scott

This session covers a sensitive topic that has been in the news as of late—active shooters. This presentation will cover what an Active Assailant is, the concept of Avoid, Deny, Defend, and Threat Management to mitigate students/persons of concern. Please come with questions and situations you have encountered on campus. The content is serious, but the presenter will bring levity to the conversation.

F. Implementing Inquiry-Based Instruction into the Classroom

▶ *CB1-212*

Erin Saitta & Julie Donnelly

Inquiry-based instruction is an umbrella term for a variety of activities that range from guided tasks to open investigation. When chosen strategically, inquiry-based activities can increase student engagement and create opportunities for deep learning. This presentation will use evidence-based examples to describe realistic ways to plan and implement inquiry-based instruction that aligns with the learning goals for your class.

G. Oh, My Stretched Nerves!

▶ *CB1-220*

Ali Korosy

Join us in this session to learn to alleviate some of the physical and mental stresses we put on our living bodies. Stretching our nerves not only keeps us flexible mentally and physically, but it can also mitigate or ward off repetitive stress injuries such as carpal tunnel syndrome and alleviate painful conditions such as sciatica, headaches, and other medical situations that arise from prolonged sitting or standing. We will add value with breathing and stretching if time permits. Please bring a yoga mat or a towel to lie on; it might be difficult to participate in a dress or particularly tight clothing.

1:50-2:00 Break

2:00-2:50 Final Track Meetings

▶ *See track homeroom assignments on page 2*

In addition to track-specific activities, you may use this time to share reflections from the institute with your peers.

2:50-3:00 Break

3:00-3:50 Closing Session

▶ *CB1-104*

Kevin Yee

Join us for closing comments, celebrations, announcements, and reflections on the institute. And don't miss the raffle for prizes.

Be sure to provide session feedback here



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