Anastasia Bojanowski

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EDUCATION

Master of Arts in Instructional Design, University of Central Florida: Orlando, Florida
Track: eLearning   August 2024

Master of Arts in English, University of Central Florida: Orlando, Florida   August 2002
Track: Literature
Thesis title: "Singing All the Songs: Exploring the Canaan Myth in Toni Morrison's *Sula* and
            Paradise." Chair: Dr. Adenike M. Davidson

Bachelor of Arts in English, University of Central Florida: Orlando, Florida,   May 1996
Track: Literature
Minor: French Language and Literature

PUBLICATIONS

Bojanowski, A. (2024, February 6). Considerations of generative AI for content creation. *TOPkit
        Digest* 32. https://topkit.org/2024/02/06/considerations-of-generative-ai-for-content-creation-
        issue-32/

TEACHING

Full Professor, English, State College of Florida: Manatee/ Sarasota   2009-2024
Responsibilities included designing and teaching a curriculum that meets all the course's student
learning outcomes, in which knowledge and skills are scaffolded through a progression of formal and
informal assessments. Classes emphasized the writing process, critical thinking, information literacy,
and accurate documentation (both MLA and APA styles). Mentor students through on-campus and
virtual office hours, correspondence, and text messaging using Google Voice. The courses listed are
taught in 16, 12, 8, and 6-week semesters.

English Composition I, online & on-campus	2009-2024
English Composition II, online & on-campus	2009-2024
Introduction to Literature, online & on-campus	2016-2024
Horror, Fantasy, & Science Fiction, online	2023-2024
Short Story, online & on-campus	2012, 2013, 2018
Contemporary Literature, on-campus	2012 & 2013
British Literature II, on-campus	Spring 2012
Introduction to Poetry, on-campus	Spring 2012

* Beginning with the Spring 2015 semester, courses were transitioned from textbooks to Zero-Cost Textbooks, working closely with Online Learning and the State College of Florida Library. The estimated deferred cost to students is $2,125 per on-campus course and $1,700 per online course.

Instructor, English, Valencia Community College 2005-2009
English Composition I, online & on-campus 2005-2009
English Composition II, online & on-campus 2005-2009
English Composition I Honors, on-campus 2007 & 2009
English Composition II Honors, on-campus Fall 2008

Adjunct Instructor, English, University of Central Florida 2002-2005
English Composition I, on-campus & online 2001-2005
English Composition II, on-campus & online 2001-2005
English Composition II: Special Topics: *Brown v. Board of Education* 2002-2003
English Composition II: Special Topics: 2004 Presidential Election Fall 2004

Adjunct Instructor, English, Valencia Community College 2002-2005

Graduate Teaching Assistant, English, University of Central Florida 2001-2002

RELATED ACADEMIC POSITIONS

University of Central Florida
Intern, Instructional Designer, Center for Distributed Learning 2023-2024
Support the team of instructional designers.
- Created onboarding course for interns and OPS employees at the CDL in Rise 360
- Participated in the articūlate Rise 360 Pilot
- Performed Quality and High-Quality course reviews
- Captioned videos using Panopto
- Part of the revision team of ADL 5000
- Review Submissions for TOPkit Spring Conference

State College of Florida: Manatee/ Sarasota
Co-Chair AI Task Force 2024
Collaborating with the Associate Provost and faculty to establish protocols and guidance to foster AI skills in the curriculum while upholding academic honesty standards. The task force will also provide guidance to protect student privacy and create bias awareness.

Director, Center for Teaching & Learning Excellence 2020-2022
I worked closely with the Associate Provost to provide faculty professional development opportunities and offer ongoing collaboration with student services.
- Website: Drafted and maintained the CTLE website
- Calendar of Events: Solicited faculty to present as subject matter experts to populate a calendar of events, including webinars & round tables.

- Faculty Mentor Program: Coordinated the full-time faculty mentor program & updated the mentor handbook.
- Peer Collaboration: Proctored the Teaching Squares: SCF Live to assess courses from a student's perspective.
- Faculty Professional Development Day: Coordinate the October Faculty Development Day (remote due to COVID: series of webinars). Employed technology solutions to deliver registration, delivery, and survey. Satisfaction ratings: 89% (2020) and 86% (2021)

ENC 1101 Coordinator   2015-2018

Coordinated with the Department Chair, textbook representatives, the College Library, the Academic Resource Center (tutoring), the Disability Resource Center, and Online Learning to provide training and support to ENC 1101 faculty. I ensured that Textbook Affordability mandates were followed and confirmed that accessibility standards were in place for instructional materials.

- *Textbook liaison*: I was responsible for meeting with textbook representatives to manage textbook availability and ordering through the campus bookstore.
- *Faculty training*: I also worked with the current textbook representatives (Cengage and later Norton) to develop course shells in Canvas, training for faculty, and support for students and faculty with online content.
- *New textbook adoption*: I organized the new textbook adoption process by arranging for 2 desk copies of each textbook, webinars for faculty to preview online content, a cost comparison chart, and a survey on whether faculty would like to adopt the textbook only or the textbook with online content. A final decision was made to return to only a textbook that provided excellent content in a format adaptive to current student needs at a low cost (Norton).
- *Assessment*: Coordinated and reported assessment of both Student Learning Objectives for ENC 1101 and Program Learning Outcomes for the college.
- *Mentor Adjunct faculty*: Met with both new and returning adjuncts to field questions, reviewed college policy, demonstrated online reporting, provided resources to both faculty and their students, and had an open dialogue regarding classroom management and emerging resources.
- *ENC 1101 Meetings*: I coordinated the beginning of the semester meetings to allow all ENC 1101 faculty to be updated with college policy and procedures, current student resources, current textbook considerations, and department goals (including assessment). Further, resources of note were introduced for consideration (new videos, online content, and supplemental materials from the publisher).

Adjunct Faculty Professional Development Coordinator   2011-2014

As Faculty Development Coordinator, I worked closely with the chair of the Professional Development Committee to develop ongoing workshops for all faculty.

- *On-going workshops*: I coordinated surveys of faculty to identify areas of interest. Faculty and Support areas were contacted to develop workshops to meet these needs. Workshops were delivered on campus and online to accommodate faculty scheduling needs best. Classes were posted in the Banner system to create records for faculty promotional notebooks. Further, surveys were conducted at the conclusion of workshops to gather feedback for presenters and the program.

- *New Adjunct training*: I coordinated a standard series of workshops for new faculty, geared mostly towards new adjunct faculty. The program consisted of workshops delivered on campus for two Saturdays each semester and covered Diversity, Student Support Services, Classroom Management, Classroom Materials, Canvas Overview, and Assessment. Workshops were posted in Banner to approve stipends for attending faculty and records of service for promotion notebooks.

Valencia Community College
Writing Center Faculty Coordinator   Spring 2008
I worked closely with the Academic Success Center Coordinator to synchronize the strategic plan of the writing center with the overall mission of the student academic success center.
- *Coordinator:* Managed the different resources in the writing center, including the English for Academic Purposes lab, one-on-one consultations, workshops, and speech consultations.
- *Faculty Liaison:* Identified needs for writing resources in ENC 1101 and ENC 1102 courses and for writing across the curriculum.

University of Central Florida
Coordinator: University Writing Center   2002-2005
I worked closely with the Director of the UCF Writing Center to coordinate a writing center based on peer consultations for graduate and undergraduate student writers from across the curriculum.
- *Administration*: Managed the daily operations of the writing center and was responsible for the hiring process, which included application review, interviews, and hiring paperwork. Further, I helped design and deliver weekly seminars and online training for writing consultants. Addressed ongoing faculty concerns and implemented an "adopt a prof" program in which individual writing consultants met with faculty in the university's different colleges to discuss expectations and suggestions for improvement for the writing center.
- *Technology*: Maintained the writing center's website and supervised the creation of an online training manual, which both writing consultants and the writing center director updated.
- *Reporting*: Collected data and completed assessments for an annual report, payroll, and purchasing responsibilities.
- *Staff*: 25-50 part-time graduate and undergraduate consultants provided more than 175 consultant hours/ week.
- *Operation:* In 2004-2005, the UWC conducted 7,771 consultations from 544 courses in 44 departments representing almost every college at UCF. Consultations served every level of writing from first-year composition to doctoral dissertations, including non-course related writing such as application essays and resumes.

ACADEMIC SERVICE

State College of Florida: Manatee/ Sarasota
Faculty Senate President   2018-2019
- *Executive Committee:* Met with the Executive Committee to prioritize agenda items, coordinate communication with faculty, and solicit faculty feedback on current policy and events at the college.

- *Reapportionment Committee:* Just as the state of Florida meets every 20 years to review the Florida Constitution, I coordinated a Reapportionment Committee to review all standing committees at the college. The committee is currently evaluating the status of each committee, the currency of the committee's charge, the organization of committees, the apportionment of faculty on committees, and reporting methods. The committee is expected to report its recommendations in May 2019.
- *Provost Council:* Conducted monthly meetings with the Provost to discuss the progress and concerns of the Faculty Senate. We discuss faculty involvement with the college's current initiatives and grants. Further, we keep each other apprised of pending requests to change policies and/ or procedures involving faculty.
- *Senate Meetings:* Coordinate the agenda for Faculty Senate meetings with the Executive Committee. As Faculty Senate President, I facilitate meetings, following Roger Rules of Order. Further, I follow up with concerns, suggestions, and requests made during meetings. I meet with administrators to discuss upcoming policy and procedural changes and review communication to report to the faculty at large.
- *Attend Board of Trustee Meetings*

Committee Member
- *Institutional Research Committee*   2023-2024
- General Education Assessment Committee.   2023-2024
- *Faculty Affairs Committee*   2021-2023
- *Technology Committee*   2021-2023
- *Textbook Affordability*   2019-2022
- *Experiential Learning*   2019-2022
- Faculty Professional Development Committee   2010- 2012 & 2017- 2019
- *Accessibility Committee*   2018-2019
- *Faculty Mentor Handbook Ad Hoc Committee*   2018-2019
  This committee is designing and writing a handbook for incoming full-time faculty. Currently, the handbook is meant to serve as a guide for a formal mentoring program and a resource for all college faculty. Anticipated publication in May 2019.
- *General Education Assessment Committee*
  2015-2016
- *Online Learning Ad Hoc Committee*
  Spring 2016
  This committee was responsible for establishing policy for the new Canvas system, which saw an early adoption in Fall 2015 and college-wide adoption in Spring 2016
- *Student Evaluation Ad Hoc Committee*   Spring 2011
- *Hiring Committee:*
  Language & Literature   Spring 2023
  Chair: Language & Literature
  Spring 2021
  Theater   Spring 2020
  Language & Literature   Spring 2010
  Online Learning   Summer 2015

| Theater & Music | Spring 2015 |
| Chair: Language & Literature | Spring 2017 |

Early Adoption of Canvas   Spring 2015
- *Canvas Adoption:* A few faculty members were designated early adopters of the Canvas system. We received training from the college in Spring 2015. Courses were imported into Canvas for all Summer 2015 and Fall 2015 courses. Regular meetings with instructional designers were held throughout the summer semester; further, a log of concerns, possible concerns, and "wicked awesome" features was kept. At the end of the Summer 2015 semester, recommendations were made for the training of full-time faculty. We continued to meet with instructional designers during the Fall 2015 semester to learn the full functionality of the Canvas learning management system.

Valencia College
Faculty Judge, Valencia Community College Essay Contest: Value   Fall 2007

Committee Member
- Faculty Representative, Learning Evidence Team
  2007-2009
- Faculty Representative, Security Advising for Campus Emergencies
  Fall 2008
- Faculty Representative, Foundations of Excellence
  2008-2009
- Writing Center Development Committee   2007-2008

University of Central Florida
Faculty Advisor, UCF Chocolate Club   2004-2005

Copyeditor, English Department Composition Essay Contest   2004

SELECTED PRESENTATIONS

2023 GCO Comics Conference: "Comics in Conflict, University of Florida   April 2023
- "Conflicts Abound: Assault of Dominant Characters in Alan Moore's *The Watchman,* Robert Kirkman's *The Walking Dead*, and Neil Gaiman's *Snow, Glass, Apples"*

State College of Florida, Faculty Lecture Series   April 2023
- "Magical Realism: Fantastic Insights Interrupting a Mundane World"

Selby Library, Book Talk   February 2023
- "Gabriel García Márquez*:* Father of Magical Realism"

Florida College of English Association Annual Conference   October 2022
- Panel Presentation: Introduction to Literature: Hands-On Analysis and Interpretation Through Various Theoretical Lenses: "Surviving Zombies: Teaching Robert Kirkman's *The Walking Dead"*

Florida Association for Student Success (FASS) 40th Annual Conference   October 2021
- Virtual Modality: "'The "Flex': Aligning Desired Job Skills to Curriculum Outcomes"

NISOD Fall Virtual Conference—Online   October 2021
- Pre-Recorded Session: "Digital Portfolios for Professional Purposes: The Final 'Flex' for Experiential Learning"

6th Annual Flipped Learning Conference   June 2021
- Pre-Recorded Session: "Flipping the Grading Process: Bridging the Gap between Instructor and Learner"

Association of Florida Colleges: Annual Region IV Conference—Bradenton, FL   April 2019
- Session: "Open Education Resources as a Means to Counter the Negative Impact of Cost-Prohibitive Textbook Costs"

State College of Florida: Manatee/ Sarasota
Adjunct Orientation
- *Diversity & Inclusiveness*   Fall 2011-Spring 2013
  The workshop discussed current views of diversity, including generational differences, students and peers with disabilities, Veteran students, international students, sexual orientation, poverty, and homelessness amongst the student population, and students who fall into the "digital divide."
- *Classroom Management Techniques*   Fall 2012-Spring 2013
  This workshop reviewed college policy and procedure for record-keeping during the semester. A timeline of when reports were due to the college, as well as a practical "how to" in completing reports, were given. Further, the workshop covered policy and accommodations from the Disability Resource Center and FERPA forms.

Presentation to Students
- *APA Style & Documentation*   Fall 2012-Spring 2014, as requested
  Nursing, Radiology, Faculty at Large. This presentation was given to individual classes and as a seminar for students and faculty. The presentation included a brief overview of the ethics of research, followed by an explanation of APA style guidelines for names, dates, titles, publication information, and DOI (digital object inventory). The presentation concluded with a review of the "usual suspect" guidelines and how to correct auto-generated citations from the college library.

Faculty Professional Development
- *Using Screencasts in the Classroom*   Spring 2015
  Faculty Professional Development Lecture: This workshop used the *Screencast-o-matic* platform to demonstrate how to offer feedback on student projects. A step-by-step Aacreating screen recording was given. The platform was also used to illustrate how instructors could better explain processes with online courses as part of video lectures.
- Preventing Plagiarism & Self-Plagiarism   Fall 2011-Spring 2013, Spring 2015
  Faculty Professional Development Workshop: The workshop defined both plagiarism and self-plagiarism using current college policy and APA guidelines. Activities included a self-

test, a plagiarism workshop with different writing scenarios, and tools such as Turnitin.com. The intention of the workshop was to better educate students on preventing plagiarism.

Valencia Community College
Presentation to Students
- *The Ethics of Research*   Fall 2008
  Writing consultants at the Communication Center were presented with information to assist students in identifying peer-reviewed resources, integrating research into writing, and documenting research using MLA and APA style guidelines.

Faculty-to-Faculty *Seminar*, Adjunct Faculty Development
- Assessment in the LMS   Spring 2008
  A workshop was developed with the Learning Technology Center's Director and presented to adjunct faculty. Intended for hybrid and fully online classes, the workshop presented best practices for using quizzes for formal and informal assessment, discussions as a means of student interaction and peer reviews, and dynamic assignment design.

University of Central Florida
    Workshops were developed under the direction of the University Writing Center Director, Dr. Beth Rapp Young, and presented as part of my duties as the University Writing Center Coordinator.
- *Writing Across the Curriculum*   2002-2003
  New Graduate Teaching Assistant Orientation: The workshop presented formal and informal writing assignments to assess students' critical thinking of course principles and material. Examples were given for written assignments for courses across the curriculum.
- *Revision as Part of the Writing Process: Modeling Peer Review*,   2002-2004
  Brief lecture given in multiple ENC 1101 & 1102 courses: The lecture modeled a writing consultation at the University Writing Center. Student essays were reviewed, and suggestions were given based on individual student concerns.
- *Writing Your Graduate School Application*,   2002-2004
  College of Arts & Science: Seminar delivered each semester that focused on practical guidelines for writing personal statements, tailoring the focus to a student's field of study
- *MLA Documentation and Integrating Research*   2002-2004
  Brief lecture given in multiple ENC 1101 & 1102 courses: The workshop reviewed the rationale for documentation, guidelines for documenting sources through parenthetical citations, and guidelines for creating citations on the works cited page.

GRANTS & AWARDS

State College of Florida: Manatee/ Sarasota
Innovation Grant   2018-2019
The ENC 1101: Open Education Resource Course will allow faculty to replace a textbook by curating open education resources for ENC 1101 instruction. According to the *2016 Student Textbook and Course Material Survey*, published by the Florida Virtual Campus (FVC), textbook affordability can play a significant role in a student's success. According to student feedback, the cost of textbooks led to the following outcomes:

1. "[Did not] register for a course (45.5%, up from 45.1% in the 2012 survey)
2. Withdr[e]w from a course (20.7%, slightly up from 20.6% in the 2012 survey)
3. Earn[ed] a poor grade (37.6%, up from 34% in the 2012 survey)
4. Fail[ed] a course (19.8%, up from 17% in the 2012 survey)
5. Do [not] purchase the required textbook (66.5%, up from 63.6% in the 2012 survey)."

Since ENC 1101 is a gateway course, the removal of a financial obstacle is significant and has the potential to improve retention. An ENC 1101 course will be built in Canvas that follows a similar design of a textbook yet will only include resources from open sources, the SCF Library, and original sources (such as a TED Talk). The course will have modules that house unit objectives, readings, and materials offered through quick links and formative and summative assignments. A module will be built to instruct students on note-taking for a class without a textbook by either taking notes on a print copy of readings (printers can be purchased at the SCF Book Store for $25.00), digital notes on a saved copy of readings, or the Cornell note-taking method for notes kept in a traditional notebook.

The ENC 1101: Open Education Resource Course will have six objectives:
1. Provide online teaching tools for ENC 1101 Adjust Faculty, which has limited teaching materials. This has been a consistent, ongoing problem for full-time and adjunct faculty.
2. Provide materials that inform all curricular requirements of ENC 1101: academic writing, skills for reading college materials, the writing process, rhetorical modes (cause and effect, compare and contrast, argument, etc.), timed writing exams, research projects and documentation, grammar/ punctuation/ mechanics/ common errors, quizzes;
3. Fulfill the federal accessibility requirements;
4. Assess progress by linking assignments to student learning objectives within Canvas. Analytics can be generated for both the entire course and individual students with each objective;
5. Reflect Universal Design theory: "Universal Design for Learning (UDL) is a framework that addresses the primary barrier to fostering expert learners within instructional environments: inflexible, "one-size-fits-all" curricula . . . Curricula that is created using UDL is designed from the outset to meet the needs of all learners, making costly, time-consuming, and after-the-fact changes unnecessary. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners" (CAST, 2011);
6. Engage students with current and relevant content

Award: $6,500

Florida College System Foundation Student Success Statewide Impact Grant   2015
A "Meta-Major Infographic" was developed to help students establish their academic and career goals. The infographic was meant to be a tool for Student Services, which could be used during admissions and orientation, advising, and counseling at the Career Resource Center. The infographic will be distributed to SCF students in print and digital formats, including social media. Award: $10,000

Phi Theta Kappa Mentor Award   Fall 2017
National Institute for Staff and Organizational Development Award   2016
Manatee Pride in Excellence Award   Fall 2015

COMPUTER SKILLS

Panopto, articūlate Rise 360, Instructure Canvas, Office 365, Adobe Express, Screencasts, Podcasts, iOS Suite (Pages, Keynote, Numbers), GoTo Meeting, Skype, WordPress, Google Voice (student text messaging)

PROFESSIONAL MEMBERSHIPS

American Association for Women in Community Colleges
Florida Association of Colleges