

Cultivating Student Engagement

Strategies for a Changing Educational Landscape



May 5-7, 2025
Summer Faculty Development Institute



Welcome!

Welcome to the 2025 Summer Faculty Development Institute, an annual UCF tradition when faculty from across campus network, share, learn, reflect, and revitalize. We invite you to embrace this opportunity to meet new colleagues, form new collaborations, and find inspiration. Students' educational success is always our primary mission, and that success is contingent upon their engagement with the curriculum, the faculty, the campus, and their peers. Our theme this year calls us to find ways to better engage students across the many learning environments at UCF.

Our program includes an opening keynote address by Nancy Chick, co-editor of the journal *Teaching & Learning Inquiry* and Director of the Endeavor Foundation Center for Faculty Development at Rollins College.

We begin each day with coffee and informal conversation at 9:00 am. Registration will occur in your assigned track homerooms (see table below). There are a variety of sessions, 60 minutes long, followed by 15-minute breaks.

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

Monday and Wednesday lunches as well as daily coffee and snacks are provided by the Faculty Center.

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

Track Homerooms

Homeroom	Track name	Lead contact
CB1-103	FCTL1: last name An through Hop	Eric.Main@ucf.edu
CB1-205	FCTL2: last name Hou through Pom	Laurie.Uttich@ucf.edu
CB1-220	FCTL3: last name Pro through Yua	Anastasia.Bojanowski@ucf.edu
CB1-109	Undergraduate Learning Assistants	Julie.Donnelly@ucf.edu
CB1-112	Writing Across the Curriculum	Laurie.Pinkert@ucf.edu
CB1-113	Florida Prison Education Project	Keri.Watson@ucf.edu
CB1-119	Student Success Technology	Brooks.Pingston@ucf.edu
CB1-120	Classroom to Careers	Emily.Flositz@ucf.edu
CB1-122	High Impact Practice	Estrella.Rodriguez@ucf.edu
CB1-212	General Education Program	Wayne.Bowen@ucf.edu
CB1-307	Hispanic Serving Institution Initiatives	Cyndia.Muniz@ucf.edu

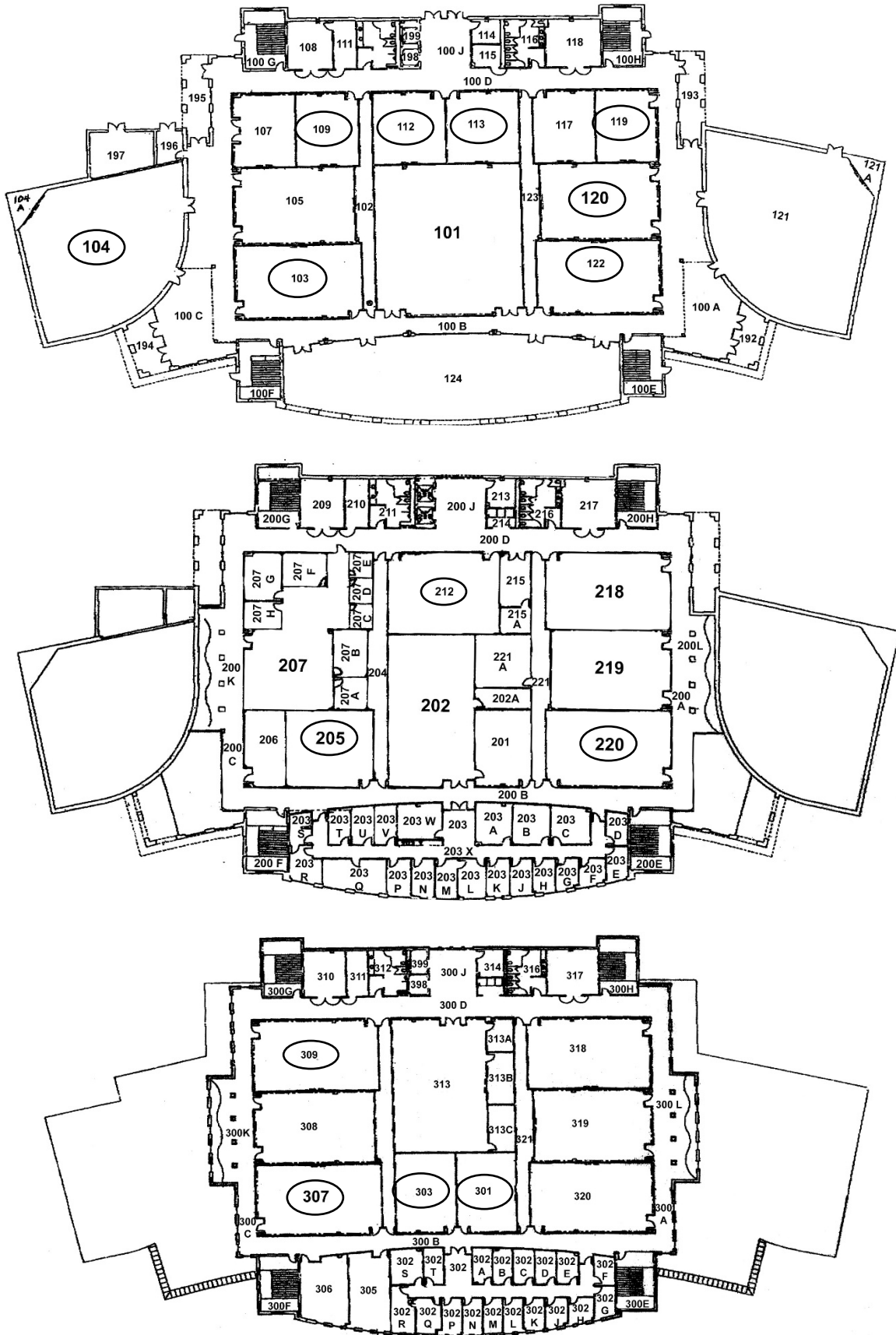
Schedule at-a-Glance

	Monday, May 5	Tuesday, May 6	Wednesday, May 7
9:00–9:30	Coffee and conversation	Coffee and conversation	Coffee and conversation
9:30–10:30	Opening track meeting	Concurrent sessions	Concurrent sessions
10:45–11:45	Plenary	Concurrent sessions	Concurrent sessions
11:45–1:00	Lunch	Lunch	Lunch
1:00–2:00	Concurrent sessions	Poster session	Concurrent sessions
2:15–3:15	Concurrent sessions	Concurrent sessions	Closing plenary

Please provide session comments by scanning this QR code into your device or navigate to this link: <https://tinyurl.com/2025comments>.



Circled Areas Indicate Summer Institute Room Locations



Monday, May 5



9:00-9:30 **Coffee and Conversation**

► CB1-104

9:30-10:30 **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 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 or closing session on Wednesday to share notes and reflections.

10:30-10:45 **Break**

10:45-11:45 **The New Rules of Engagement: Practical Insights for a Changing Classroom**

► CB1-104

Nancy Chick



Nancy directs the Endeavor Foundation Center for Faculty Development at Rollins College. She is a leader in the field of the Scholarship of Teaching and Learning, authoring books and articles, editing journals, and organizing conferences. For her session today, she observes that in today's college classrooms, faculty face new and evolving challenges in fostering student engagement and learning. This generation of learners (iGen, Gen Z, "students these days") arrives on campus with the consequences of academic disruptions and struggles with mental health. As faculty navigate this landscape, they find familiar teaching methods less effective and the students in the room unmotivated by traditional incentives. This keynote will explore the realities of teaching today and offer insights into teaching methods and motivations that speak directly to what we're learning about today's students.

11:45-1:00 **Lunch**

The Faculty Center will be providing salad and pizza (pepperoni, sausage, spinach, or cheese) in the foyer outside 104, or you may choose lunch at one of the food vendors on campus.

1:00-2:00 **Workshops**

A. Follow Up Q&A with Nancy Chick

► CB1-103

Nancy Chick

Join us for an in-depth Q&A session with Nancy Chick, internationally recognized expert in the Scholarship of Teaching and Learning (SoTL) and Director of the Endeavor Center for Faculty Development at Rollins College. Building on themes from her keynote address, this session offers an opportunity to explore her work on deep learning, threshold concepts, inclusive pedagogies, and faculty development across disciplines. She brings an interdisciplinary lens to issues such as classroom dynamics, identity and power in teaching, and the transformation of faculty roles in contemporary higher education.

B. Teaching on the Inside: What to Expect

► CB1-113

Keri Watson and Heather Vazquez

Interested in teaching in Prison? Want to know more about the Florida Prison Education Project and how you can get involved? Join FPEP Executive Director Keri Watson and Education Coordinator Heather Vazquez to learn more.

C. Deepening Student Learning through HIP Courses

► CB1-122

Alison Hudson, Marika Koch, & Estrella Rodriguez

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 in Quali.

D. Career Services 101

► CB1-120

Emily Flositz & Brian Creel

How can Career Services provide resources and support faculty in delivering career readiness content? This session will highlight Career Services programming and resources, major career readiness initiatives, and the new structure of the department within Career Planning and Academic Success.

E. Pegasus Path 2.0

► CB1-119

Brooks Pingston, Varsha Das, & Paul Edlen

Pegasus Path, UCF's interactive degree planning tool, has entered a new phase of development in 2025. A collaboration between UCF IT, the UCF Registrar's Office, Analytics and Integrated Planning, and Student Success and Well-Being, the Pegasus Path 2.0 project brings together student, faculty, and staff stakeholders to reimagine the planning tool, develop new essential features, and improve the look and feel of the product. In this session, faculty will be introduced to Pegasus Path application, including a demonstration of the mobile application launched in Spring 2025, and learn more about new features for students, staff, and faculty.

F. Utilizing Undergraduate Learning Assistants (ULAs) Inside and Outside the Classroom

► CB1-109

Kyle Dencker & Matthew Rex

This session will address perceived obstacles an instructor may foresee with adopting a ULA model. We will investigate all the possible ways ULAs can assist with student learning in an active environment and the logistics of implementing Learning Assistants. Then attendees can elaborate on the many ways they have already used Learning Assistants and explore several new or alternative ways to bring ULAs into the learning process with their students. This session will benefit those with a great deal of experience with the ULA model as well as those with little or no experience. All attendees are encouraged to work together and share their experiences, questions, and concerns.

G. Exploring Processes of Pedagogical Development at a Transformed HSI

► CB1-307

Natalie Madruga

This informative workshop introduces Garcia's (2023) *Processes of Pedagogical Development at a Transformed HSI* framework. It will lay the groundwork for the rest of the sessions provided by the HSI track. Attendees will be introduced to key values within the figure provided by Dr. Garcia, gaining a comprehensive understanding that will inform and enhance their participation in subsequent sessions. Foundational transformative strategies will be examined to inform discussion on options for everyday application.

2:00-2:15

Break

2:15-3:15

Workshops



A. Small Plays, Big Gains: Inject Playful Pedagogy into Your Course

► CB1-205

Laurie Uttich

“Play isn’t the enemy of learning. It’s learning’s partner. Play is like fertilizer for brain growth. It’s crazy not to use it” (Brown 2009). In this session, we’ll explore how play can build community, enhance teaching, and boost engagement while reducing stress. You’ll leave with ideas for activities that you can use in class and online to infuse a sense of playfulness into your courses without diminishing rigor.

B. Florida Prison Education Project (FPEP) and Curricular Concerns

► CB1-113

Annabelle Conroy & Victoria Machado

Join FPEP instructors Annabelle Conroy and Victoria Machado to learn more about the FPEP’s curriculum and how we create educational pathways for incarcerated students.

C. UCF’s Knighted Faculty Program: Overview and Impacts

► CB1-103

Ann Miller, Michael Strawser, & Eric Main

The Knighted Faculty Program is a semester-long faculty learning community that explores evidence-based principles and practices for effective teaching in higher education. We examine the current thinking about integrated course design, assessment and feedback, teaching methods, classroom management, the science of learning, and professional development. Based on longitudinal research conducted under the aegis of the Faculty Center, we present data on how the program has impacted earlier cohorts of the program.

D. Integrating Career Readiness Across the Psychology Curriculum: Practical Strategies for High-Impact Learning

► CB1-220

Karen Mottarella & Martha Hubertz

The UCF Psychology Department has developed a comprehensive career readiness curriculum and integrated it throughout the psychology major. This includes two dedicated courses, PSY 3024 Career Readiness-1 and PSY 3074 Career Readiness-2, which are required for all psychology majors and focus on development of the NACE career readiness competencies, career planning, and professional preparation. Beyond these courses, we embedded career foundations and readiness competencies across a range of courses within our curriculum, from large online classes to smaller, face-to-face courses. In this session, we will share strategies for integrating career readiness across the curriculum, including experiential assignments and classroom exercises that help students identify and articulate the knowledge and skills gained through their degree. We will provide concrete examples from courses such as Research Methods and Social Psychology, demonstrating how career readiness can be woven into both content and assessment. Both of our career readiness courses are designated High-Impact Practice (HIP) Integrative-Learning Experience courses, and we will share insights, lessons learned, and adaptable resources designed to support student success in the job market and in graduate school applications. This will be a practical, idea-focused session, ideal for instructors looking to embed career readiness into their courses, regardless of class size or modality.

E. Utilizing Alternative Methods to Advance Pedagogy in the Classroom: The Case of Project ENFERMERÍA

► CB1-307

Humberto Lopez-Castillo, Desiree Diaz, & Valerie Martinez

This panel discussion will explore Garcia's (2023) Processes of Pedagogical Development at a Transformed HSI in relation to transforming instruction and student development within nursing graduate curricula. Leveraging their experience in developing a new graduate certificate program via Project ENFERMERÍA, panelists will share insights on a variety of approaches applicable to STEM instruction that promote adult learner success. Participants will come away from the panel with new insights into how to blend traditional methods with a technological twist for high-level engagement, allowing for improved self-awareness, reflection, and positive behavior changes in academic performance.

F. Steal My Idea!

► CB1-212

Amanda Pacheco, Joshua Guillemette, Jordan Izenwasser, Alicia Duffy, & Karina Lissette Cespedes

Great ideas deserve to be shared and borrowed. Steal My Idea! brings together faculty from a range of disciplines to showcase simple, creative, and effective strategies that have made a positive difference in their teaching. Each presenter will offer a brief, practical idea from their own classroom experience, ranging from student engagement techniques and innovative uses of technology to classroom activities, assignments, or approaches to content delivery. Participants will leave with adaptable strategies they can apply in their own courses, along with inspiration to experiment and collaborate across disciplines.

3:15

Adjourn for the day

Tuesday, May 6



9:00-9:30

Coffee and Conversation

► CB1-104

9:30-10:30

Workshops

A. FCHEP: The Florida Coalition for Higher Education in Prison

► CB1-113

Michael Kostis & Walt Dunn

Join FCHEP Co-coordinators Michael Kostis and Walt Dunn to learn more about the Florida Coalition for Higher Education in Prison, a statewide network of organizations that provide high quality educational pathways to incarcerated and formerly incarcerated people.

B. Learning More About What It Takes to Prepare a Successful HIP Course

► CB1-122

Robert Borgon, Christine Hanlon, Yukari Nakamura-Deacon, & Carlos Valdez

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. They will also offer concrete examples of successful assignments that align with HIP rubrics. Participants will be able to ask questions of their peers pertaining to course design, submission procedures, and designation approval.

C. Enhancing the Curriculum with Career Services Resources: Live Demo

► CB1-120

Emily Flositz

How do we support faculty in providing professional development content, assignments, and activities to aid students in becoming career ready? This session will give an extensive overview of our resources, including the Faculty Webcourse, VMock (a new A.I.-powered employability tool), Focus 2 Careers, and more. Learn how you can use these platforms to support your course content.

D. Pressbooks: Leveraging Open-Source Publishing for Student Success

► CB1-119

Bren Bedford, Susan Jardaneh, & Rebecca McNulty

This interactive workshop introduces participants to Pressbooks, an open-source publishing platform that empowers educators and students to create, customize, and distribute digital educational content. During this session, participants will gain hands-on experience with Pressbooks' intuitive interface, learning to create, adapt, and organize content. We'll walk through the account creation process, explore key features including multimedia integration and collaborative editing, and demonstrate how to effectively structure content for optimal student engagement. We'll discuss best practices for incorporating Pressbooks into your curriculum as well as addressing potential implementation challenges. Don't forget to bring your laptop! You'll get the chance to dive into Pressbooks and gain valuable hands-on experience.

E. Campus Connections: Nonprofit Showcase

► CB1-212

Adam Parrish, Jennifer Elliott, Ryan Chabot, Suzette Turner, & Marika Koch

Service-learning provides students with opportunities to apply academic concepts in real-world contexts, addressing community needs. When supported by intentional, well-aligned partnerships, these experiences enhance student engagement and foster meaningful connections between the campus and the community. In this interactive session, Jennifer Elliott and Ryan Chabot will share examples of sustainability-centered projects developed through the UCF Arboretum, highlighting collaborative efforts between faculty and students across disciplines. Suzette Turner from the UCF Creative School for Children will discuss early childhood education initiatives that provide developmental learning opportunities for young children and immersive, hands-on experience for UCF students. Adam Parrish will present a service-learning collaboration coordinated with the UCF Center for Initiatives in STEM (iSTEM), where communication students facilitated outreach activities for K–12 learners. Marika Koch will close the session with guidance on how UCF's Office of Experiential Learning supports faculty through the service-learning course designation process and helps integrate community-based projects into the curriculum. Participants will leave with strategies for designing experiences that connect course objectives with nonprofit partnerships to enhance student learning.

F. Discover the Hidden Gems of TOPR

► CB1-220

Aimee deNoyelles, Shelly Wyatt, & Sue Bauer

Set sail on an exciting journey to explore the Teaching Online Pedagogical Repository (TOPR), a treasure trove for faculty and instructional designers passionate about online and blended teaching. Each peer-reviewed entry unveils a practical strategy, enriched with real-course examples and backed by research literature. In this session, you'll tackle a challenge to interact with TOPR and unearth its hidden gems. Discover how TOPR can invigorate your online and blended teaching and consider contributing your own treasure to this invaluable resource.

G. Leaning into Servingness through Teacher *Testimonios*: A Pragmatic Approach

▶ CB1-307

Karin Chumbimuni-Torres, Richard Plate, & Alisha Janowsky

This panel discussion will showcase UCF faculty and their teacher *testimonios*—personal stories and reflections from their experiences as educators at a Hispanic-Serving Institution (HSI). *Testimonios* serve as a pedagogical and methodological approach to understanding and addressing experiences in education. The *testimonios* shared throughout the day were created by faculty members during the HSI Spring 2025 learning community, where they participated in open dialogue to learn from one another's experiences. Their *testimonios* will explore how their personal journeys overlap with broader themes of cultural identity, community, and civic engagement, among a variety of topics and lived experiences. Attendees are invited to listen to the stories of their peers and participate in their ongoing dialogue.

10:30-10:45 Break

10:45-11:45 Workshops

A. I Can Make a Webcourse Accessible in 4 Hours Using AI..., and You Can Too

▶ CB1-103

Anastasia Bojanowski & Amy Sugar

It's time to level the playing field for all students. AI tools have made the process much more efficient in recent months. We will discuss components of accessibility in Webcourses as well as how to create a strategy for ensuring accessibility. The workshop will demonstrate AI tools that can efficiently and effectively revise current materials and content for accessibility. Participants will be given a checklist to support accessibility with AI tools and UCF support services.

B. FPEP: Advocacy and Student Outreach

▶ CB1-113

Heather Vazquez, Aiya Messina, & Chloe Scott

Interested in involving your UCF students in FPEP? Learn more about "SFEP" (Students for Higher Education in Prison), FPEP's UCF Registered Student Organization.

C. Leveraging Curriculum to Support Career Readiness: Faculty Showcase

▶ CB1-120

Sharon Woodill (Moderator), Karen Haslett, Karen Mottarella, & Kathleen Hobenleitner

How do we effectively harness curriculum to help prepare students for what's next? This showcase will highlight several models where faculty effectively infuse career readiness into their courses to support student career readiness.

D. Strategic Academic Planning through Curricular Analytics

▶ CB1-119

Darryl Gordon

Discover the role of Curricular Analytics in providing actionable data to inform targeted academic strategies, streamline curricula, and improve student success rates.

E. Faculty Panel: Graduates of FCTL's Knighted Faculty Program

▶ CB1-205

Tim Brown, Alicia Duffy, Katia Ferdowsi, Derek Green, & Peter Telep

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 graduates of the program, and they will share their experiences and the impacts on their teaching. There will be time for Q&A with attendees.

F. Digging Deep: Fostering an Online Learning Community with Yellowdig

► CB1-220

Aimee deNoyelles, Emily Franklin, & Jessica Waesche

Want to foster online discussions that encourage students to do more than “post once, reply twice”? Attend this session to learn more about the online platform Yellowdig. Students earn points by interacting in different ways throughout the semester, and the grading automatically syncs with Webcourses. In this session, we will demo Yellowdig, share support resources, and present survey results from over 1,000 UCF students. Hear firsthand from a faculty member about how their use of Yellowdig has allowed for deeper discussions than before.

G. Leaning into Servingness through Teacher *Testimonios*: A Personal Approach

► CB1-307

Angela Vergara, Vanessa Vega, & Sarah Barber

This panel discussion will showcase UCF faculty and their teacher *testimonios*—personal stories and reflections from their experiences as educators at a Hispanic-Serving Institution (HSI). *Testimonios* serve as a pedagogical and methodological approach to understanding and addressing experiences in education. The *testimonios* shared throughout the day were created by faculty members during the HSI Spring 2025 learning community, where they participated in open dialogue to learn from one another’s experiences. Their *testimonios* will explore how their personal journeys overlap with broader themes of cultural identity, community, and civic engagement, among a variety of topics and lived experiences. Attendees are invited to listen to the stories of their peers and participate in their ongoing dialogue.

H. Always Amid Changing Expectations: What Do Generative Artificial Intelligence Writing Tools Mean for Your Classes?

► CB1-112

Laurie A. Pinkert

Generative AI tools are impacting the possibilities for communication at home, at school, at work, and in the public sphere. These tools are being integrated in our most basic word processing tools and offered as options in numerous platforms. In this session, we’ll think about the impact this availability and integration is having on our expectations for student writing and on the ways we teach our students to recognize, value, and communicate their insights. If you’re assigning writing in your classes, this session will help you articulate your rationales for writing assignments and your expectations for students’ use or non-use of generative AI during their writing process. Join us to better understand the issues, hear about best practices, and consider your own approach to assigning, assessing, and expecting writing amid increasing integration of generative AI tools.

11:45-1:00

HSI Track Sponsored Lunch: Salsa, Servingness and Sandwiches

► CB1-104

Cyndia Muniz, Nadine Hejazin, Liz Giltner, & Natalie Madruga

Join the POTENCIAL Faculty Development Initiatives team for Salsa, Servingness and Sandwiches to learn more about UCF’s Title V accomplishments and future opportunities. Enjoy lunch from Zaza Cuban Comfort Food, fellowship, and salsa music, with exhibitors.

¹The contents of this session 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

²The sandwiches are pork or vegetarian, and the sides are maduros and salad.

In addition to the lunch provided by HSI, a variety of pinwheel sandwiches will also be available, including vegetarian; chicken bacon avocado; ham and cheese; and Italian options.

1:00-2:00

Open Poster Session

► CB1-104 Foyer

Join colleagues from across UCF to discuss their educational projects and support units. Posters will be displayed on the first floor of Classroom Building One.

- Caroline del Barrio: *My LA Experience in Undergraduate Chemistry*
- Michelle Dusseau: *Creating an Integrative Experience in Courses*
- Jacqueline Flores: *Anatomy and Cultural Competency in Physical Therapy: A Testimonio of Reverse Awareness - How My Hispanic Roots Can Help Meet Students' Needs for Communication with Spanish-Speaking Patients.*
- Laila Ghasseminia: *Learning Assistant Impact in Forensic Science Courses*
- Christopher Hawkins: *Haines City CRA Master Plan Update and Research Report*
- Su-I Hou: *Transforming Teaching for Impact: Redesigning a Mixed Methods Course into an Intensive Workshop*
- Ibrahim Itani, Vidhisha Rane, Alondra Agrait, & Amelia Woodward: *Overcoming Obstacles in Organic Chemistry*
- Jessica Johnson & Madison Verdone: *Student Academic Resource Center*
- Meiqing Li: *Case Study Approach to Support Active Learning in Professional Education*
- Rachna LNU: *From Desk to Podium: A Journey Through Teaching, Tradition, and Transformation*
- Amanda Main: *From A+ to Anxiety: The Imposter's Guide to Higher Education*
- Aiya Messina, Walt Dunn, & Michael Kostis: *FCHEP & FPEP*
- Aiya Messina & Yaseen El-Ghandour: *The FPEP Post*
- Tammie Nadeau: *Student Care Services*
- Lucas Noboa & Julie Kephart: *Office of Academic Advocacy*
- Bed Pandey & Jim Paradiso: *Wiki Knights*
- Adam Parrish: *Why Are We Doing This? Applying Andragogy in Course Design and Assessment*
- Richard Plate, Sharon Woodill, Devon Cadwell Bazata, & Martha Hubertz: *Sustainability Fits in Your Class Too: Tools for Incorporating Sustainability into your Curriculum*
- Scott Pritchett: *Office of Instructional Resources*
- Christopher Randles: *User Experiences with a New Generative AI Advising System to Support Student Decision Making*
- Houman Sadri: *How to Minimize D, W, & F Grades*
- Larry Tang: *Learning, Adapting, and Teaching: A testimonio on transition from an international student to an educator.*
- Sarah Rose Thornton: *Engaging Future Knight Nurses*
- Cory Watkins: *UCF Criminal Justice Professional Track*

2:00-2:15

Break



2:15-3:15

Workshops

A. The *Unheard Society* Podcast

▶ CB1-113

Rick Brunson

Join Nicholson School of Communication and Media faculty member Rick Brunson to learn more about The *Unheard Society* podcast. The *Unheard Society* is a student-produced podcast in collaboration with the Florida Prison Education Project. Episodes were written by incarcerated students and produced by NSCM students in the journalism program.

B. Leganto and Course Materials

▶ CB1-119

Joseph Bizou, Lily Dubach, & Amber Mullens

Discover how Leganto, UCF's course resource list tool, can help you organize and share materials with students directly within Canvas. More than just a reading list, Leganto integrates with UCF Libraries' collections, open access repositories, your own content, and web-based resources to create a centralized, flexible platform for curating course content. This session explores tips and tricks to use Leganto to its full potential, including how to embed materials at the module level in Canvas, leverage analytics to understand student engagement, and collaborate with UCF Libraries to streamline access to course materials. We'll also cover how Leganto supports textbook affordability initiatives and integrates smoothly with other campus technologies and reporting requirements. Whether you're building from scratch or enhancing an existing course, Leganto can help you deliver a more connected, affordable, and digitally enhanced learning experience.

C. Assessing LA Impact: Translating Research into Practice

▶ CB1-109

Melissa Dagley & Julie Donnelly

One goal of the Learning Assistant (LA) model is to facilitate the translation of research findings into effective instructional practice. This session will be interactive and collaborative, immersing participants in the research-to-practice process of the LA model. In this session, we will learn about existing research on the LA model, identify assessable outcomes (like student learning and identity development) of working with LAs in our courses, and develop plans for assessing these outcomes. We will discuss existing resources for assessing the LA model and explore potential collaborations with faculty assessing similar outcomes in their LA-supported courses.

D. Building Bridges to Transfer Student Success

▶ CB1-212

Lori Dunlop-Pyle, Harrison Oonge, Beth Ganz, & Maria Capursi

Transfer students are a vital part of UCF's academic community, and their success depends on thoughtful coordination across curriculum, student services, and institutional partnerships. This session will explore how collaboration can create clear, supportive pathways that promote sustained achievement. Harrison Oonge will open by highlighting successful initiatives that advance transfer student outcomes and strengthen curriculum alignment across institutions. Beth Ganz will share insights from her work at UCF Connect and the state-recognized SEE UCF program, which helps students prepare for and navigate their transition. Lori Dunlop-Pyle and Maria Capursi will conclude with reflections on cross-institutional efforts to support STEM transfer students through early academic preparation and targeted faculty collaboration. To close, participants will engage in a brainstorming session to consider how similar strategies might be implemented or expanded within their own colleges, departments, and programs.

E. Unlock Engagement: Using Digital Badges for Student Success

► CB1-220

Amanda Major & Beth Nettles

This interactive workshop introduces faculty to the transformative potential of digital badges and micro-credentials in higher education. As students increasingly seek recognition for their academic accomplishments, digital credentials offer a powerful way to make skill development salient, enhance engagement, reward progress, and connect academic learning to real-world competencies. Participants will explore how to design micro-credentials that align with course outcomes, motivate student achievement, and provide portable, verifiable evidence of skills that students can showcase to their professional networks. Through activities and collaborative discussion, faculty will begin designing meaningful digital badge systems tailored to their own courses or programs. Whether you're just starting with digital credentials or looking to refine your existing teaching approach, this workshop offers the frameworks and tools to make your badges truly matter.

3:15 Adjoin for the day

Wednesday, May 7

9:00-9:30 Coffee and Conversation

► CB1-104

9:30-10:30 Workshops

A. FPEP: Team Teaching

► CB1-113

Anne Prucha & Kerry Purmensky

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.

B. Preparing Undergraduate Learning Assistants: An Example Pedagogy Class Session for Facilitating Discourse

► CB1-109

Constance Doty & Tong Wan

Undergraduate Learning Assistants (ULAs) are students who provide support to their peers in courses they have recently successfully completed. To prepare for this role, many institutions require first-time ULAs to enroll in a pedagogy course. This session offers participants the opportunity to engage in a mock pedagogy class designed for ULAs. Attendees will watch and discuss an authentic classroom episode in which a ULA facilitates a small-group activity. The session will also include discussions on effective strategies for facilitating small-group discourse, with opportunities for participants to reflect on their own experiences working with ULAs or students in similar peer-support roles. This session is particularly relevant for faculty who teach pedagogy courses or use ULAs to support instructions.

C. Enhancing Student Success: Leveraging Webcourses “Mastery Paths” to Implement Zero-Cost Personalized Adaptive Learning (PAL)

► CB1-220

Jim Paradiso & Nicole Lapeyrouse

Our students are not a homogenous group—in fact, they vary quite widely in some cases, so why do we teach them using a singular, uniform instructional approach? This type of question is

not new by any means (see Carroll, 1989, and Bloom, 1956), yet it remains an important topic of inquiry in educational research and practice. This session, therefore, discusses how to design, implement, and evaluate automated personalized adaptive learning (PAL) experiences for students using a built-in, free (\$0) feature in Webcourses called Mastery Paths (MP). The facilitators have been using MP in tandem since 2021 and conducting research on measures of student perception and achievement with positive findings in both areas. Attend this session to learn more and collaboratively interact with our MP design document and Webcourses template (both freely, openly available for use, reuse, and distribution).

D. Opportunities and Challenges for Educational Assessments in the Age of Generative AI Through an HSI Lens

► CB1-307

Zhongzhou Chen & Harrison Oonge

This round-table discussion invites participants to explore the dual impact of GenAI on higher education assessment practices—both its transformative potential and the challenges it introduces to traditional assessment methods, in particular assessment integrity. We will discuss different ways educators can harness GenAI tools to create more authentic, personalized, and accessible assessments that can not only assess mastery of conceptual knowledge but also evaluate higher-level cognitive skills such as critical thinking. These innovations will be considered under the lens of student success at a Hispanic Serving Institution, by designing assessment strategies that resonate with and align with varied student experiences, needs and strengths. Participants will share ideas, practices, and concerns, fostering a collaborative space to reimagine assessment in a rapidly evolving educational landscape.

E. Building Community in Large Online Classes

► CB1-212

Rachid Ait Maalem Labcen & Carolyn Massiah

Large online courses present distinct challenges when it comes to fostering engagement and connection; however, intentional strategies can transform even the most expansive virtual classrooms into supportive, interactive learning communities. In this session, Carolyn Massiah will share practical, research-informed approaches for cultivating community in large online courses. Drawing from her expertise in service marketing, consumer behavior, and the scholarship of teaching and learning, she will explore how concepts such as social networks, nested identities, and student engagement can be leveraged to improve online learning. A celebrated educator and scholar, Massiah has received numerous honors, including the Association of Consumer Research People's Choice Best Working Paper Award, the UCF Faculty Advisor of the Year Award, the College of Business Excellence in Faculty-Student Engagement Award, and an Honorable Mention for the prestigious Chuck D. Dziuban Award for Excellence in Online Teaching. Attendees will leave with actionable strategies for enhancing presence, motivation, and participation in large-scale virtual settings, along with tools to support diverse learners and create more inclusive, connected experiences.

10:30-10:45 **Break**

10:45-11:45 **Workshops**

A. Wants, Needs, and Practices in Skill-Based Recruitment: Employer Panel

► CB1-120

Taylor Sandifer (Career Services, Moderator), Christopher Thompson (Career Services), Michael Coleman (Orange County Public Schools), Caleigh Gilfillan (City Year), Madison May (Northwestern Mutual), & Alex Wasson (Alcorn McBride)

What career skills and competencies are employers seeking in new college graduates? This panel will facilitate conversations between employers and faculty members about how recruiters assess and measure desired career skills needed for new graduates throughout the hiring

process, from job application to interviews. Employers will provide perspectives on necessary career skills for new graduates and how these skills can be fostered in the classroom.

B. Ethical Implementation of AI in Gateway Courses

► CB1-119

B. Tyler Walsh & Justin Kingsland

UCF is currently implementing an AI-enhanced chatbot in gateway math and English courses to study the impact of the intervention on academic success and well-being outcomes. Learn more about how AI-enhanced tools like chatbots can be implemented ethically—with little faculty oversight—to measurably improve course outcomes.

C. *Aprenđí Esto En Casa*: Exploring Students' Ways of Knowing at a Hispanic Serving Institution

► CB1-307

Natalie Madruga & UCF Students

This student panel discussion aims to explore the concept of “ways of knowing” through student reflections with a focus on the experiences of studying at a Hispanic-Serving Institution (HSI). This conversation will delve into how the cultural backgrounds of our students shape learning experiences and perspectives. Students will be asked about their journeys of self-reflection and personal growth, the challenges they face in academic settings, and their insights on how faculty can better support varying ways of knowing.

D. Become a Fulbright Scholar: Opportunities for Global Research, Education, and Cultural Immersion

► CB1-205

Karen Baraimah

This workshop is designed to provide UCF faculty with 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).

E. Embrace the Chaos: Survival Tips and Strategies for Teaching Large Lecture Courses

► CB1-103

Matthew Atkinson & Julie Donnelly

Do you have a mental list of your least favorite lecture halls on campus? Have you ever told jokes to 400 people and received nothing but silence? Are your SPIs worse than department average in your large classes, but better than university average in your small ones? This session will be part support group and part brainstorming session for faculty teaching large lecture courses (what constitutes “large” is up to you). We’ll tackle the unique challenges of teaching large enough groups of students that you feel like a campus celebrity when someone shouts, “Hi, Professor!” and you smile back, clueless about who they are. During the session, we will commiserate together, share coping strategies, and brainstorm effective strategies for engaging students whose names you may never learn.

11:45-1:00

Lunch

► CB1-104

The Faculty Center will be providing salad and subs, or you may choose lunch at one of the food vendors on campus.

1:00-2:00

Workshops

A. Looking Back, Moving Forward

▶ CB1-212

Adam Parrish, Lori Dunlop-Pyle, & Rachid Ait Maalem Lahcen

As the institute comes to a close, this collaborative track meeting provides an opportunity to reflect, connect, and plan. Facilitated by GEP Co-Leads Adam Parrish, Lori Dunlop-Pyle, and Rachid Ait Maalem Lahcen, the session invites participants to revisit key takeaways from the General Education track and identify strategies that can be carried into the 2025–2026 academic year. Together, attendees will discuss lessons learned, share practical ideas for enhancing teaching and learning, and explore ways to strengthen student support in GEP courses. The conversation will also include opportunities for collaboration, innovation, and continued engagement with high-impact practices across disciplines. This session is designed to help faculty turn insight into action, grounding next steps in the shared experience of the institute while looking ahead to sustained growth and innovation in General Education.

B. Stressed-Out Students and Lonely Learners: How Small Actions Can Have Big Impacts

▶ CB1-103

Laurie Uttich

Our schedules may now be back to “normal” years after the onset of COVID-19, but college students are more stressed and lonelier than ever before. Beyond referring them to CAPS and other resources, how can we as educators—and not mental health professionals—help our students? In this session, we’ll talk about how small actions can benefit struggling students and how you can easily integrate them into your face-to-face and online courses.

C. Gamifying the Classroom: Leveraging Leaderboards for Enhanced Student Engagement

▶ CB1-205

Anastasia Bojanowski

We’ll discuss practical strategies to implement competitive elements in class activities. The workshop examines pedagogical approaches that balance healthy competition with inclusive learning environments, including specific techniques for designing opt-in participation, anonymized rankings, and collaborative team challenges. Faculty will gain hands-on experience with digital platforms along with assessment frameworks to measure both engagement and learning outcomes tied to leaderboard implementation.

2:00-2:15

Break

2:15-3:15

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!

Please provide final overall feedback by scanning this QR code into your device or navigate to this link: <https://tinyurl.com/2025OverallFeedback>

We want to know what you think!

