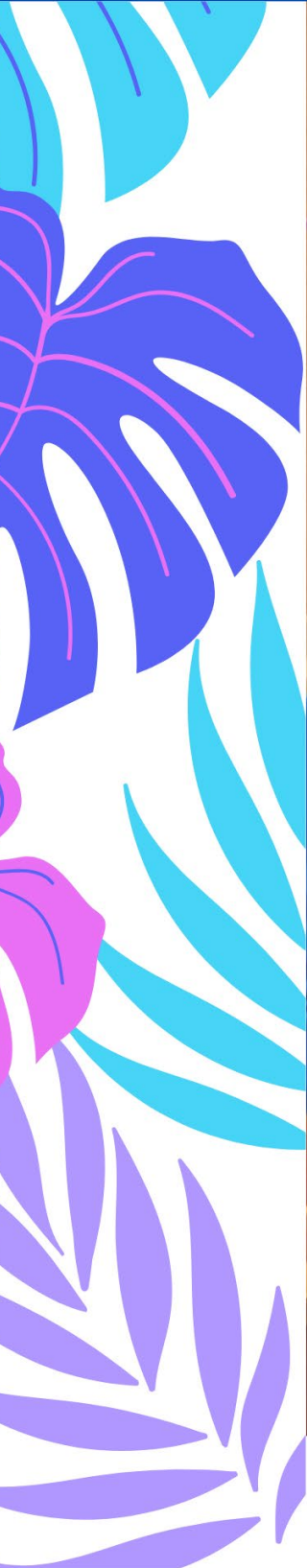


# Teaching Critical Skills

## 2026 SUMMER INSTITUTE



Hosted by



UCF

Faculty Center for  
Teaching and Learning

## Welcome!

Welcome to the 2026 Summer Faculty Development Institute, an annual UCF tradition when faculty from across campus come together to network, share, learn, reflect, and revitalize. We invite you to embrace this opportunity to meet new colleagues, form new collaborations, and find fresh inspiration.

Students' educational success is always our primary mission, and in a rapidly changing world, that success depends on more than content knowledge. It depends on the critical skills that prepare students to think analytically, communicate effectively, solve complex problems, and navigate uncertainty with confidence. This year's theme, *Teaching Critical Skills for a Changing World*, calls us to examine how we can better equip students with the capabilities they will need long after they leave our classrooms.

Our program features a keynote address by Dr. Mary Gatta, Director of Research and Public Policy at the National Association of Colleges and Employers (NACE), who will share national research on why helping students articulate their career competencies is essential to their success. We thank UCF's Dixon Career Development Center for sponsoring this year's speaker.

We begin each day with coffee and informal conversation at 9:00 am. Registration will occur in your assigned track homerooms (see table below). Sessions are 60 minutes long, followed by 15-minute breaks. Many thanks to the Summer Institute Track Partners for their contributions. We are grateful to the Florida Prison Education Project for hosting Monday's lunch and to UCF's Dixon Career Development Center for providing coffee and breakfast during the institute.

## Track Homerooms

Homeroom	Track name	Lead contact
CB1-103	FCTL1: last name A through Gir	Eric.Main@ucf.edu
CB1-205	FCTL2: last name Gla through Pra	Laurie.Uttich@ucf.edu
CB1-220	FCTL3: last name Pru through Zie	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	AI Wearables	Wendy.Howard@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	Yeidaliz.Garcia@ucf.edu
CB1-307	CIVIC Grant	Cyndia.Muniz@ucf.edu

## Schedule at-a-Glance

	Monday, May 11	Tuesday, May 12
9:00–9:30	Coffee and conversation	Coffee and conversation
9:30–10:30	Opening track meeting	Concurrent sessions
10:45–11:45	Plenary	Concurrent sessions
11:45–12:40	Lunch	Lunch
12:45–1:45	Concurrent sessions	Concurrent sessions
2:00–3:00	Concurrent sessions	Track meeting



Please provide session comments by scanning this QR code into your device or navigate to this link: <https://bit.ly/2026-SI>





# Monday, May 11

9:00-9:30

Coffee and Conversation   
 Light Bites and Labor Market Insights  
 Hosted by Dixon Career Development Center



**Dixon Career  
 Development Center**

► 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 on Tuesday to share notes and reflections.

10:30-10:45

**Break**

10:45-11:45

**Insights from NACE: Why Competency Articulation Matters for Student Success**  
 Hosted by UCF's Dixon Career Development Center

► CB1-104

*Mary Gatta*



Mary Gatta is the Director of Research and Public Policy at the National Association of Colleges and Employers (NACE), where she leads research on the employment of the college educated. With more than 20 years of teaching, research, and advocacy experience at colleges and nonprofit organizations, her work is centered on evidence-based research analysis to develop new solutions to current problems, particularly around economic security, education, and workforce policies. For her session today, Dr. Gatta observes that higher education institutions offer students many opportunities to learn career-relevant competencies in the curriculum and co-curriculum, but students often struggle to articulate what they have learned or connect this learning to their preparation for the workplace. She will share national research that demonstrates why it is critical for students to be aware of and practice articulating their career competencies in a way that resonates with employers. She will share examples of curriculum integration with the NACE assessment tool and career readiness competencies.

11:45-12:40

**Lunch & Learn Hosted by the Florida Prison Education Program**  
 Boxed Lunches from Jimmy John's

► CB1-104

*Keri Watson*

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



**FLORIDA PRISON  
 EDUCATION PROJECT**

12:45-1:45

## Workshops

**A. AI, Integrity, and Assessment: What UCF Faculty Need to Know**

► CB1-103

*Elisabeth Greenwood*

This session explores the evolving landscape of AI and academic integrity at UCF, highlighting the impact of generative AI on online and authentic assessments. Faculty will gain clarity on what they need to know now about AI-related challenges, opportunities, and institutional trends in assessment design. We will examine strategies for designing AI-resilient and authenticity-focused assessments, such as personalized case analyses, process-based submissions (drafts, reflections, planning documents), multimedia demonstrations, experiential or community-based projects, and oral or interactive assessments that require applied reasoning.

**B. Incorporating Learning Assistants into Your Course**

► CB1-109

*Yara Elreby, Ibrahim Itani, Josey Matos, Kaira Medina-Cotto, Leo Murch & Tyler Register;*  
*Moderators: Tong Wan & Julie Donnelly*

Learning Assistants (LAs) are undergraduate students who become part of the instructional team of a course they have successfully completed. They are prepared in both content and pedagogy to facilitate interactive teaching approaches and support their peers' success. In this interactive, LA-supported workshop, we will explore strategies for incorporating LAs into courses across a variety of disciplines, modalities, and sizes

**C. Artificial Intelligence and Writing: Questions and Innovations Across Programs**

► CB1-112

*Yeidaliç Garcia, Barbara Sharonowski, Meghan Velez, & Laurie A. Pinkert*

Are you thinking about the ways that writing in your field or academic program are being impacted by the continued development of AI technologies? Do you find yourself asking questions like: Does the inclusion of AI enhance or challenge the goals I have for my students writing? If so, you're not alone. Over the past semester, the UCF Writing Across the Curriculum has been supporting faculty across the curriculum in shared conversations that consider these questions and more about artificial intelligence and writing. In this session, we will hear about insights and innovations from the Director of Writing Across the Curriculum and three Spring 2026 WAC AI Fellows representing various units across campus who participated in a semester-long cohort that asked such AI and writing-related questions together. Join us to ask, to answer, and to take action around questions of AI and writing.

**D. Wearable AI: Smartglasses, Smartwatches, Notetaking Devices and More**

► CB1-119

*Shannon Whitten, Reid Oetjen & Rohan Jowallah; Moderator: Liz Giltner*

Artificial Intelligence continues to evolve beyond the computer screen. Products are proliferating that are meant to be worn on your body or clothes, and many focus on a custom skill set rather than broad LLM-like capability. These tools bring many affordances, but some of them may create new questions around privacy or academic integrity. At this panel, we'll explore these issues from many angles.

## E. Career Readiness Without Compromise: What Employers Value About Academic Learning

► CB1-120

*Moderators: Christopher Thompson & Mirtha Bailey; panelists: Savone K. James with The Walt Disney Company, Christina Ortiz with Orlando Health, Tyler Sera with Eight Eleven Group, & David Sprinkle with Veritas Recruiting Group*

Career readiness is sometimes perceived as job training or a shift away from deeper learning. This employer panel offers a different perspective. Employers from a range of industries will share how they value abilities students develop through their coursework, such as analyzing complex problems, communicating ideas clearly, learning from feedback, and applying knowledge in new situations. Panelists will discuss how these strengths show up in the workplace, as well as where new graduates often have difficulty explaining what they know and can do. This session invites faculty to reflect on where career readiness is already built into their courses and to explore small, practical ways to help students recognize and communicate the value of their academic learning beyond the classroom

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

► CB1-122

*Catherine Bush, Stephen King, Sandra Sousa & Andrew Sullivan*

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 as to course design, submission procedures, and designation approval.

## G. Teaching Sustainability with Open Access Resources and Authentic Assessment

► CB1-205

*Sharon Woodill & Richard Plate*

Sustainability education gains both credibility and urgency when instructors pair open access (OA) resources with authentic assessment design. Drawing on freely available materials, including resources developed by UCF faculty with our specific student population in mind, positions students as participants in real knowledge systems rather than consumers of curated content. When these resources anchor assessments that require students to act in the world, the classroom becomes a site of genuine civic engagement: students might conduct a personal sustainability audit mapped to the UN Sustainable Development Goals (UN SDGs), analyze how local municipal priorities align with global sustainability targets, or maintain a field journal documenting ecological observation and reflection over the course of a semester. In this framework, authentic assessment is not merely a pedagogical strategy but a form of civic preparation, and sustainability is not just a subject students study, but a problem they are already, collectively, working to address.

## H. Aligning Student Learning Outcomes

► CB1-212

*Yeidaliz García & Ganesh Persaud*

Discussion about how to align your course student learning outcomes (SLOs) with GEP and cross-foundation SLOs. We will explore the GEP Webcourses resources available to faculty and the summer track team.

## I. Knights Experience Project (KEP) Champions: Best Practices and Faculty Perspectives

► CB1-220

*Danielle Maya Pratt, Nicole Lapeyrouse, Matthew Atkinson, Tina Chiarelli & Karen Mottarella*

This panel brings together faculty involved in UCF's Knight Experience Project (KEP), an initiative focused on improving the student experience across courses, with this cohort centered on large-enrollment classes. Panelists will share reflections from their classes and discuss approaches that support student engagement and success.

## J. The Speaking Stone: Empathy as the Starting Point for Civil Discourse

► CB1-307

*Haley Winston*

This session introduces empathy as the foundational competency for civil discourse and the first stage of intentional course redesign. Participants will explore how students' experiences and viewpoints shape classroom dialogue and influence their willingness to engage across differences. Through persona development, structured scenarios, and guided reflection, faculty will examine how empathy supports shared norms for respectful engagement and perspective-taking. The session emphasizes the Value dimension of civic development ("I ought to do") and aligns with CIVIC's goal of helping students recognize civil discourse as a shared responsibility essential to academic, professional, and civic contexts.

1:45-2:00 Break

2:00-3:00 Workshops

### A. Customize Your Course Content: Adopt, Create, and Collaborate with Open Education

► CB1-103

*Lily Dubach, Bren Bedford, Suzy Jardaneh, Charlotte Jones-Roberts & Rebecca McNulty*

This interactive workshop will introduce participants to the core principles of open education as a tool to customize course content, personalized for individual student needs. After a brief introduction and reflection, participants will select one of three topics (selecting existing content, adapting/creating new content, or involving students in content customization), which will lead to practical strategies for integrating open education into teaching and learning. The session will close with supported next steps and opportunities for continued engagement.

### B. Learning Assistant Panel: Impacts of the LA Experience

► CB1-109

*Yara Elreby, Ibrahim Itani, Josey Matos, Kaira Medina-Cotto, Leo Murch & Tyler Register*

Learning Assistants (LA) are well-positioned to support faculty as they adopt interactive teaching strategies and students with challenging concepts and assignments. However, the LA experience is impactful to the LAs themselves as well. During this panel, participants will hear directly from undergraduate LAs about their experience working with faculty and students, the challenges they faced, and the lessons they learned. They will share insights about facilitating interactive pedagogies, challenges students face, and how being an LA impacted their student experience.



### C. Teaching Writing through Emerging Technologies: Principles for GenAI Use in First-Year Composition

► CB1-112

*Shane A. Wood, Stuart Dees, & Nikolas Gardiakos*

What are UCF students actually learning about AI in their writing courses—and how does it connect to your classroom? UCF’s First-Year Composition Program has gained national attention for its thoughtful, principled approach to GenAI in writing instruction. This session invites faculty from across disciplines together to explore those principles, understand what students encounter in their first-year writing courses, and discuss how that learning can carry forward into GEP classes, upper-division courses, and major requirements. Participants will leave with a clearer understanding of how best practices in writing studies research shape conversations about emerging technologies in writing classrooms.

### D. Best Practices in Career Foundations: Faculty Showcase

► CB1-120

*Saleem Sabawneh, Bethany Coz, Michelle Duseau, Amy M. Gregory, Anne Prucha, Kacie B. Tartt, Carlos Valdez & Sharon Woodill*

How do we effectively harness curriculum to help prepare students for what’s next? This showcase will highlight several examples where faculty effectively infused career readiness into their courses to support student career readiness through the new Career Foundations course designation offered by Career Services. Hear from faculty members who went through the application, review, and approval process and learn what strategies they employed to successfully designate a course for their department.

### E. Mindframes for Learning

► CB1-205

*Melody Bowdon*

This session will draw on ideas from *10 Mindframes for Visible Learning* by John Hattie and Klaus Zierer, which is “founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge.” The interactive session will invite attendees to reflect on the core beliefs and assumptions that guide their work as educators and as scholars of teaching and learning.

### F. Improving Access, Engagement, and Learning in Large-Enrollment Algebra-Based Introductory Physics Courses Through Personalized Adaptive Learning

► CB1-220

*Archana Dubey, Baiyun Chen, William Kaden, & Alfons Schulte*

Surveys conducted at UCF indicate that a large student population work for pay while enrolled in classes, often balancing employment with full course loads. These competing demands create scheduling conflicts that lead some students to miss class sessions or avoid registering for traditional P-mode courses altogether. To better support student access and promote meaningful learning, we introduced a blended, Personalized Adaptive Learning (PAL) format for large-enrollment College Physics I and II courses. The blended model delivers instruction primarily online in an asynchronous format, with in-person class meetings limited to 20% of scheduled contact time. This structure is designed to provide greater flexibility while preserving opportunities for direct engagement and active learning. In this presentation, we describe the instructional design principles underlying the blended format, outline key implementation strategies, and examine student learning outcomes associated with this approach.

**G. Using AI to Generate Ideas**

▶ CB1-212

*Alex Colón*

In this active-learning, do-as-you-learn session, faculty teams will use AI to generate multidisciplinary/interdisciplinary project ideas, prototype an assessment (criteria, rubric language, feedback prompts), and explore grading assistance (drafting comments, rubric alignment, workflow management).

**H. Bridging Disciplines: How Collaboration Transforms Teaching and Learning**

▶ CB1-308

*Jim Paradiso & Nicole Lapeyrouse*

In this session, the presenters will discuss how forming strong interdepartmental relationships impacts teaching and learning outcomes. Together, we will share our story about how we merged our expertise to solve challenges of affordability, personalization, and scale. During this session we will cover our many years of working together closely to impact outcomes. This includes the work with Mastery Paths.

3:00

Adjourn for the day

**Tuesday, May 12**

9:00-9:30

Coffee and Conversation   
Light Bites and Labor Market Insights  
Hosted by Dixon Career Development Center

▶ CB1-104

**Dixon Career  
Development Center**

9:30-10:30

**Workshops****A. Unlocking Opportunity: Navigating UCF's New Partnership Model for Faculty Impact**

▶ CB1-103

*Michael Harding & Jennifer Wolf*

This engaging session is designed to introduce UCF faculty to the university's evolving partnership model. This presentation will provide a clear overview of how UCF strategically aligns with corporate, nonprofit, and community partners to drive innovation, research, and student success. Faculty will gain insight into how these partnerships are cultivated, managed, and activated across the university, along with practical examples of how they can be leveraged within teaching, research, and experiential learning environments. The session will also highlight pathways for faculty to connect their work to external partners—enhancing funding opportunities, applied research, and student engagement. Attendees will leave with a stronger understanding of how to integrate partnership opportunities both in and out of the classroom, positioning their work for greater real-world impact.

**B. Learning Assistant Programs Across Campus**

► CB1-109

*Melissa Dagley, Laurie Uttich & Brett McCollum*

Learning Assistants (LAs) are undergraduate students who have successfully completed a course and are prepared to support student learning in interactive classroom environments. While LA programs share a common goal of supporting active learning, they are implemented in a variety of ways across campus. Most programs include training that helps students develop professional and communication skills such as leading discussions, facilitating group work, and providing constructive feedback. In this session, participants will learn about different LA program models at UCF, how to get involved, and what resources are available for faculty interested in working with Learning Assistants, either through existing departmental programs or with support from the Faculty Center.

**C. Toward AI Literacy Across the Curriculum: Developing Shared Frameworks for Foundational Competencies and Specific Applications**

► CB1-112

*Michelle Kelley, Taylor Wenzel, & Laurie A. Pinkert*

As the development of Artificial Intelligence technologies continues to shape the ways we learn, work, and communicate, faculty face important questions about how to help students build AI literacies rather than merely accept or reject AI use. After a brief introduction to these frameworks, the Writing Across the Curriculum AI Fellows will discuss their application of the Digital Education Council's AI Literacy framework as a heuristic for collectively examining strengths, needs, and opportunities within their program. Presenters will then invite participants to imagine their own implementation of such a framework for stakeholders in their unit. Join us to think about how you can go beyond conversations around AI use and better support your students' critical thinking and creativity around AI.

**D. Career Services Tools & Resources (Live Demo)**

► CB1-120

*Emily Flositz & Saleem Sahawneh*

Preparing students for life after college starts with intentional course design. This interactive technology demo introduces a Syllabus Mapping Tool, an AI-powered generator built by Career Services that allows faculty to upload a syllabus and receive a clear, actionable report showing how their course aligns with NACE Career Readiness Competencies. Participants will see how the tool supports revising learning outcomes and developing career-readiness-focused assignments that fit naturally into existing coursework.

The session will also highlight additional campus tools faculty can easily integrate, including VMock for resume, cover letter, and interview support, and the Ready-to-Use Assignment Hub featuring ready-to-use, career-connected assignments. Attendees will leave with practical ideas and tools they can immediately apply to strengthen the career relevance of their courses without adding to their workload.

**E. Accessible by Design: AI-Powered Strategies for Course Remediation**

► CB1-205

*Anastasia Bojanowski & Kevin Price*

We've all built our courses with care, and now, together, we can make them even better. Brought to you by the Faculty Center of Teaching & Learning and the Digital Accessibility Lab, this hands-on session is less about "fixing" content and more about creating learning spaces where every student can fully participate and belong. AI tools have made accessibility work more approachable than ever, turning what once felt like a heavy lift into a manageable, even meaningful, part of course design. Bring your device, bring your materials, and let's make real progress side by side.

**F. Creativity Studio: Connect, Create, and Reflect**

▶ CB1-212

*Matt Dombrowski*

An active learning block with creative warm-ups to spark new ideas, draw connections across fields, and translate insights into projects. We'll close with a brief reflection to refine concepts and next steps.

**G. Why Fulbright Experience Matters: Enhancing Teaching, Advancing Research, and Global Engagement**

▶ CB1-220

*Karen Biraimah & Houman Sadri*

This session highlights the value of the Fulbright Program as a tool for enriching teaching, strengthening research agendas, and expanding global academic engagement. Drawing on multiple Fulbright teaching and research awards, the session will illustrate how Fulbright experiences internationalize the classroom, support sustained scholarly productivity and build long-term institutional and professional partnerships. Practical insights and examples will be shared to help faculty understand Fulbright's impact and how it can be integrated into their own teaching and research trajectories.

10:30-10:45 Break

10:45-11:45 Workshops

**A. Beyond the Discussion Board: Is Yellowdig a Better Fit?**

▶ CB1-103

*Aimee DeNoyelles & Shannon Carter*

Yellowdig is an increasingly popular tool for fostering online student discussions at UCF—but is it a good fit for your course? In this session, we'll take a teacher-focused look at Yellowdig to help you decide. We'll talk about when Yellowdig tends to work best and how faculty have used it in different teaching contexts. We will also share survey results from teachers and students that shed light on what's working well, what feels challenging, and how Yellowdig is experienced. A faculty member who regularly uses Yellowdig will share firsthand insights, including tips, lessons learned, and examples from their own course. By the end of the session, you'll have a clearer sense of whether Yellowdig is right for you and your students and, if it is, concrete ideas for how to get started.

**B. Strategic Preparation for Successful Learning Assistants**

▶ CB1-109

*Erin Saitta*

How can we better prepare Undergraduate Learning Assistants (ULAs) to make a meaningful impact in the classroom? Drawing on my experience coaching ULAs for chemistry labs, I will share strategies for organizing weekly prep meetings, creating guided materials that support ULAs as they plan for active learning, and developing ULAs' pedagogical skills. Participants will also explore how framing ULAs as co-instructors can enhance existing instructional materials to better support students. Faculty will leave with practical, ready-to-use ideas to better prepare ULAs for the classroom and laboratories.

**C. What Your Students May Be Scared to Ask You About Writing**

▶ CB1-112

*Amy Cicchino & University Writing Center Consultants*

This session will feature consultants from the University Writing Center, who conduct thousands of one-on-one consultations with students each year on writing and communication-related projects. In these sessions, consultants collaborate with writers to construct a shared agenda and then support them in achieving their goals through peer feedback, resource identification, and responsive dialogue about their writing draft and process. Consultants often act as an informed practice audience, helping writers better understand how their work might be read and received. While consultants regularly encourage students to seek clarification from their professors, writing center sessions also surface recurring questions, uncertainties, and patterns that shape students' writing experiences across disciplines. These insights can offer valuable perspectives for faculty interested in how students interpret and engage with assignments. In this session, consultants will highlight common themes that emerge in sessions and offer insight into how faculty can clarify expectations, design assignments, and communicate feedback in ways that align with the student experience.

**D. Connecting Your HIPs to Career Readiness: Using NACE Competencies to Strengthen Student Outcomes**

▶ CB1-122

*Kimberly Schneider, Sharon Woodill & Lashay Vazquez*

High-Impact Practices (HIPs) naturally build students' career-ready skills and foster the NACE competencies employers value most. However, students often don't recognize, or cannot articulate, the full scope of the skills they have gained through these experiences. In this session, we will review the UCF HIP landscape and examine national research demonstrating the role HIPs play in preparing students for their next steps academically and professionally. Faculty will then map their current HIP activities (e.g., HIP-designated courses, undergraduate research, study abroad) to specific NACE competencies and identify opportunities to enhance instruction and mentorship. Faculty will leave with practical strategies to help students better understand, articulate, and showcase the career skills they develop through HIPs.

**E. Enhancing Teaching Through Identity Awareness**

▶ CB1-205

*Liz Giltner*

This workshop is designed specifically for faculty members eager to deepen their teaching practice through self-reflection. The interactive session will explore the pivotal role of personal and professional identities in shaping educational experiences and outcomes. Participants will engage with key psychological and sociological theories, participate in reflective exercises, and collaborate in discussions that reveal how their unique identities can significantly influence their teaching style, student interactions, and overall job satisfaction. Don't miss this opportunity to gain insights into yourself as an educator and discover practical strategies to harness your identity for enhanced classroom dynamics and student engagement!

**F. Authentic GEP Assessment**

▶ CB1-212

*Michael Strawser*

Faculty will engage in activities to compare authentic GEP assessment formats and practice aligning outcomes to evidence, leaving with a clearer assessment approach and adaptable elements for their project.

**G. Teaching Without Borders: COIL at UCF**

▶ CB1-220

*Wendy Howard, Daren Caine & Kacie Tartt*

Collaborative Online International Learning (COIL) enables UCF faculty to integrate global, technology-mediated collaboration into their courses without requiring travel or extensive redesign. This session introduces COIL as a pedagogical approach, explaining how it works and why it supports student engagement, intercultural learning, and inclusive teaching. Participants will learn how to get started with COIL at UCF, including an overview of available support, resources, and pathways from initial idea to course implementation. The session concludes with an instructor's lived experience, offering practical insights into designing and facilitating a COIL project and its impact on student learning.

**H. Tour of the Library's Digital Exploration Center (DEC)**

▶ Library, Room 425

*Dan Fandino*

The Digital Exploration Center (DEC) serves as a hub for students and faculty to develop digital projects and explore the intersection of technology and research. It offers 7,000 square feet of innovative space and is located on the 4th floor of the library in room 425. Stop by for a tour of the space and an overview of what technologies are available.

11:45-12:40

**Lunch—"Nourishing CIVIC Conversations"—Co-Hosted with Grant Initiatives and Partnerships & the Faculty Center**

▶ West Foyer (in front of CB1-104)

The UCF Grant Initiatives and Partnerships and the Faculty Center will provide assorted Cuban sandwiches and empanadas from Zaza Cuban Comfort Food, and salad, as well as turkey wraps from Publix's, or you may choose lunch at one of the food vendors on campus. Stop by the CIVIC (Civil Interactions and Viewpoints for Interpersonal Competence) information table\* to learn more about this project, including upcoming Faculty Learning Communities, Course Designation opportunities, and mini-grant resources.



*\*The contents of this educational exhibit 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. #P116J251507*

12:45-1:45

**Workshops****A. Pedagogy Before Platform: A Smarter Way to Integrate AI**

▶ CB1-103

*Amanda Main*

AI is most effective when it addresses real instructional constraints rather than serving as an end in itself. This session presents a pedagogy-driven redesign of a skills-based course that expands practice opportunities, improves feedback cycles, and supports engagement beyond class time. Participants will explore a structured approach to evaluating when AI meaningfully improves learning outcomes and when simpler solutions may be preferable.

**B. Using Scholarly Methods to Investigate the Impact of LA Programs**

► CB1-109

*Brett McCollum*

Learning Assistant (LA) programs have positively impacted student learning, both that of the learners within a course (Sellami et al., 2017; Barrasso & Spilios, 2021) and the LAs themselves (Hofmeister & McCollum, 2018). However, the specifics of the design and implementation influence the degree of benefit for these populations. Appropriate use of established research methodologies to systematically investigate the student experience and attainment of learning outcomes can be a powerful strategy for assessing LA programs. Where positive impacts are detected, scholarly inquiry can serve as justification for continued investment of time and resources into the initiative. In this session, participants will learn about McCollum's study of an LA program as a high-impact practice for the LAs. Participants will reflect on appropriate research question design, options for data collection and analysis, ethical considerations, opportunities for dissemination of findings, and approaches for expanding impact.

**C. Writing With/For/About AI: Lessons from and Opportunities for Connecting AI and Writing in Computer Science**

► CB1-112

*Arup Guba, Corey Pittman, Shashank Sonkar, & Laurie A. Pinkert*

Students across departments and disciplines are engaged in making decisions about whether and when to use Artificial Intelligence. Such engagement is especially vital in fields like Computer Science where appreciation for foundational knowledge and technological innovation are simultaneously essential. In this session, Writing Across the Curriculum AI Fellows from Computer Science will share lessons and opportunities for connecting AI and writing as gleaned from their research and teaching across various courses and projects. The Director of Writing Across the Curriculum will introduce and reflect on the insights drawn from this panel, inviting audience members to consider the ways we all might use these lessons to consider strategic approaches to writing with/for/about AI. Listen, learn, and think about the pedagogical connections between AI and Writing with these faculty members.

**D. Teaching with Joy: Designing Courses that Sustain Faculty & Energize Students**

► CB1-205

*Laurie Uttich*

Burnout is real. But so is joy! This interactive workshop invites faculty to rethink "rigor," examine the hidden practices that drain energy, and redesign one element of their course through a joy-centered lens. Participants will leave with practical strategies to increase student agency, protect their own well-being, and restore vitality to their teaching without lowering standards.

**E. Seeking, Receiving, and Applying Feedback**

► CB1-212

*Stephanie Toth*

Faculty will engage in activities to discover strategies for soliciting, interpreting, and responding to feedback from students and colleagues, and outline how to apply it to evolve their work.

**F. Reading and Assessing Student Writing**

► CB1-220

*Shane Wood*

This session invites us to rethink reading and assessing student writing in two ways: 1) by how assessment can effectively align with course aims and outcomes, and 2) by how assessment can effectively engage students. In short, this session offers evidence-based strategies on writing assessment from research in writing studies. Participants will leave with writing assessment practices that connect more fully to their teaching goals and their students' needs.

1:45-2:00 Break

2:00- 3:00 Track Meetings

Return to your track home room to reconvene with your group to share key takeaways, compare notes from sessions attended, and reflect on ideas to implement moving forward

Homeroom	Track name	Lead contact
CB1-103	FCTL1: last name Aba through Gir	Eric.Main@ucf.edu
CB1-205	FCTL2: last name Gla through Pra	Laurie.Uttich@ucf.edu
CB1-220	FCTL3: last name Pru through Zie	Anastasia.Bojanowski@ucf.edu
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CB1-113	Florida Prison Education Project	Keri.Watson@ucf.edu
CB1-119	AI Wearables	Wendy.Howard@ucf.edu
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CB1-212	General Education Program	Yeidaliz.Garcia@ucf.edu
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*Before you go...*



Please provide final overall feedback by scanning this QR code into your device or navigate to this link: <https://bit.ly/2026-SI-event>

*With Thanks to Our Sponsors!*

We are grateful to our sponsors for their support of the 2026 Summer Faculty Development Institute and for their continued commitment to student success at UCF.



**Florida Prison Education Project**

The Florida Prison Education Project, an initiative of the University of Central Florida, expands access to higher education by offering high-quality undergraduate educational opportunities to individuals who are incarcerated in Central Florida. Through its programs, FPEP supports learning, fosters community connections, and helps prepare students for successful reentry and meaningful participation in society. For more information, go to <https://cah.ucf.edu/fpep/>.



**UCF Dixon Career Development Center**

The Dixon Career Development Center supports students and faculty by connecting academic experiences to career readiness. The Center also introduces *Labor Market Insights*, a new tool that provides real-time data on workforce trends, in-demand skills, and career pathways. This resource can support curriculum design, advising conversations, and help students better understand connections between their studies and future careers.



**UCF Grant Initiatives and Partnerships**

UCF Grant Initiatives and Partnerships supports students, faculty, and campus partners by developing grant-funded initiatives that strengthen teaching, learning, and student success. The office also leads Project CIVIC (Civil Interactions and Viewpoints for Interpersonal Competence), an initiative designed to help students communicate across differing viewpoints, engage in respectful dialogue, and collaborate productively in academic and workplace settings. Through faculty development, course redesign, student onboarding, supervisor coaching, and co-curricular dialogue experiences, Project CIVIC helps build the skills students need to participate thoughtfully in both academic and professional communities.

