UNIVERSITY OF CENTRAL FLORIDA

2014 SUMMER FACULTY DEVELOPMENT CONFERENCE

EDUCATING STUDENTS FOR THE WORLD BEYOND THE CLASSROOM

MAY 5TH – 8TH

Conference at a Glance

	Monday, May 5th	Tuesday, May 6th	Wednesday, May 7th	Thursday, May 8th
8:00–8:30	Registration in track rooms Coffee and conversation	Coffee and conversation	Coffee and conversation	Coffee and conversation
8:30–930	Track/Cohort Meetings	Concurrent sessions	Concurrent sessions	Track/Cohort Meetings
9:45–11:00	Keynote Presentation CB1-104	Panel Presentation CB1-104	Concurrent sessions	(9:30-10:15) Poster assembly and setup Library Knowledge Commons
11:15–12:15	Concurrent sessions	Concurrent sessions	Concurrent sessions	(10:15-12:00) Showcase in Library Knowledge Commons
12:15–1:15	Lunch On your own	Lunch sponsered by Alexander Street Press or lunch on your own CB1-104	Lunch On your own	
1:30–2:30	Sessions/Project Time	Sessions/Project Time	Sessions/Project Time	
2:45–3:45	Sessions/Project Time	Sessions/Project Time	Sessions/Project Time	

MONDAY, MAY 5

Welcome to the 2014 Summer Faculty Development Conference. Our conference theme this year, "Educating Students for the World beyond the Classroom," calls on us to address the challenges our students face in bridging their classroom experiences with life outside college learning environments and the challenges they will face when they enter their professions beyond graduation. How can we better prepare students for the rapid pace of economic, social, and technological changes? How can we support the development of knowledge and skills that better connect students to other life, work, and civic environments?

Support staff from the following offices will be available to assist you:

Center for Distributed Learning (CDL)

Center for Success of Women Faculty (CSWF)

Faculty Center for Teaching & Learning (FCTL)

Office of Diversity Initiatives (ODI)

Office of Experiential Learning, Internships, Service Learning (OEL/SL)

Office of Information Fluency (IF)

Office of International Studies (OIS)

Office of Research & Commercialization: STEM Proposal Writing (ORC)

Student Development & Enrollment Services (SDES)

Writing Across the Curriculum (WAC)

After the morning sessions have concluded, participants may use their track meeting rooms or other open rooms in CB1 to work on projects.

Coffee and Conversation	8:00–8:30
	CB1-104 foyer

Track/Cohort Meetings and Registration	8:30–9:30
FCTL: Curriculum Mapping and Assessment	CB1-205
Melody Bowdon, Executive Director	
FCTL: Other Course Innovations	CB1-103
Eric Main, Associate Director	

(List continued on next page)

FCTL: Flipping the Classroom and Video   CB1-202

Erin Saitta, Assistant Director

FCTL: Online Course Programming   CB1-212

Anna Turner, Instructional Specialist

FCTL: Workforce Preparation, Internships, Field Work, and   CB1-122
Service-Learning

Kathleen Bell, College of Arts & Humanities; Ulla Isaac, Interim Director, Office of Experiential Learning; and Amy Zeh, Program Director, Service-Learning Program

Academic Affairs/SDES PROGRESS Initiative: Faculty   CB1-107
Exploration of Issues, Barriers, Solutions for Student
Success

Ida Cook, College of Sciences

STEM Proposal Writing   CB1-112

Debra Reinhart, Assistant Vice President, Office of Research & Commercialization

Information Fluency   CB1-113

Martha Marinara, Director, and Hank Lewis, Coordinator of Academic Support

Center for Success of Women Faculty   CB1-117

Linda Walters, Director

Writing Across the Curriculum   CB1-119

Pavel Zemliansky, Director

International Studies   CB1-120

Dianna (Dede) Wilson Mosley, Assistant Director

Diversity Initiatives   CB1-218

Barbara Thompson, Interim Director

Student Development and Enrollment Services   CB1-308

Stacey Malaret, Director, LEAD Scholars Academy

Keynote Presentation

Evidence-Based Classroom Strategies for Improving Student Learning in the Twenty-First Century CB1-104

Autar Kaw is professor of mechanical engineering at the University of South Florida. He is a recipient of the 2012 U.S. Professor of the Year Award from the Council for Advancement and Support of Education and Carnegie Foundation for the Advancement of Teaching. The award is the only national program to recognize excellence in undergraduate education.

He received his B.E. Honors degree in mechanical engineering from the Birla Institute of Technology and Science, India, in 1981, and his M.S. (1984) and Ph.D. (1987), both in engineering mechanics, from Clemson University. He joined the University of South Florida in 1987.

Kaw's main scholarly interests are in engineering education research, open courseware development, bascule bridge design, fracture mechanics, composite materials, and the state and future of higher education.

Funded by the National Science Foundation (2002–16), Kaw and his colleagues from across the nation have developed, implemented, refined and assessed online resources for open courseware in Numerical Methods <http://nm.MathForCollege.com>. This courseware receives more than a million page views per year.

Kaw has written more than 80 refereed technical papers, and his opinion editorials have appeared in the *Tampa Bay Times*, *Tampa Tribune*, and *Chronicle Vitae*. His work has been covered, cited, and quoted in many media outlets, including the *Chronicle of Higher Education*, *Inside Higher Ed.*, the U.S. Congressional Record, Florida Senate Resolutions, *ASEE Prism*, and *Voice of America*.

With advances in evidence-based learning sciences and widespread access to delivery technologies, we are living in an exciting time for applying the science of learning to education. Kaw will talk about pragmatic, evidence-based teaching strategies, including learning tactics, active-learning tools (e.g., personal response systems), discovery versus fully guided instruction approaches, flipped classrooms, unconventional assessment techniques, and the dangers of multitasking.

Concurrent Sessions   11:15–12:15

A1 Autar Kaw Q&A   CB1-103

Participants are invited to join Autar Kaw for a follow-up discussion on points raised during his keynote as well as Q&A on external funding for research.

A2 Open Faculty Forum   CB1-104

Melody Bowdon, Faculty Center for Teaching & Learning, and Diane Chase, Interim Provost and Vice President for Academic Affairs

This session will feature an open discussion on two large and related UCF initiatives: curriculum mapping and the focus of the next Quality Enhancement Plan (QEP). Curriculum mapping, a strategy for aligning program-level expectations and instructional practices and helping faculty identify, schedule, and assess key components of the curriculum, can be helpful as we explore ideas for a new QEP topic that will impact undergraduate education.

A3 UCF Women: Leading on Campus and in the Community (CSWF)   CB1-117

Valerie Storey (Moderator), College of Education & Human Performance; Jana Jasinski, College of Sciences; Michele Gill, College of Education & Human Performance; Rosalind Beiler, College of Arts & Humanities; and Parveen Wahid, College of Engineering & Computer Science

This session will be a panel discussion by and about UCF women trailblazers. Participants will discuss their career strategies, successes, and hurdles.

A4 Why Go Over There? (OIS)   CB1-120

Vance Geiger and Beatriz Reyes-Foster, College of Sciences

Study-abroad program development begins with this question. Some must consider the question while others can respond immediately. The same question has been asked around the world for hundreds of years. Join us for a discussion of how the answers to this question have changed over time and how those changes influence program development today.

**A5 Achieving Mass STD Screenings on a College Campus through   CB1-308
Community Partnerships (SDES)**

Mary Schmidt-Owens and Karen Yerkes, Student Health Center

The CDC recommend screening all females under age 25 for chlamydia and everyone between 16 and 65 years of age for HIV. Cost and education are the two greatest barriers for getting screened. UCF Health Services has partnered with the local health department in providing screenings in the on-campus health center six times per year. Health Services has created an effective marketing campaign and an educational component that addresses risk, symptoms, screening, and treatment.

A6 **Service-Learning: Nuts & Bolts (OEL/SL)** CB1-109

Amy Zeh, Program Director, Service-Learning
This session will be a primer for newcomers to service-learning or for faculty who want to refresh their knowledge of service-learning fundamentals. Come and hear what service-learning is all about and how it might fit with your curriculum.

Lunch on Your Own 12:15–1:15

Concurrent Sessions/Project Time 1:30–2:30

B1 **Project Time** Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1 or attend any of the afternoon sessions.

B2 **The Teaching Pyramid** CB1-103

Kevin Yee, Director, Academy for Teaching and Learning Excellence (ATLE), University of South Florida
From motivation to accountability, there are a lot of moving parts in presenting material and assessing student learning. This big-picture workshop will provide a new visual model of the layers to a teacher's job, ranked perhaps controversially, to offer a starting point in thinking about and reconceptualizing your role as an instructor.

B3 **Creating a Signature Student Experience for International Students** CB1-122

Paul Lartonoix, Assistant Vice Provost; Rick Rattray, Global UCF Interim Managing Director; and Olga Bedoya-Arturo, Global UCF Academic Director
Eager to learn, find American friends, and master the English language, international students face numerous challenges to succeed in American colleges and universities. The Global Achievement Academy's curriculum has been designed to help international students to succeed in college. The program will provide specialized language, cultural, and academic support in a 12-month program to help immerse international students in UCF's culture and ensure their academic success. This first-year program blends these international components while enabling students to complete 31 credit hours in the General Education Program.

(1:30 sessions continued on next page)

B4 **Researching Literate Life: Portraits of Students' Writing and Learning In** CB1-205
and Out of School

Stacey Pigg and Kevin Roozen, College of Arts & Humanities

This presentation will invite attendees to consider what teachers, administrators, and institutions stand to learn from creating fine-grained portraits of students' learning and writing both in and out of school. Two faculty members from the Department of Writing and Rhetoric will offer brief vignettes from their separate studies of the learning and literacies that UCF undergraduates practice across school and extracurricular locations. Based on their experiences, the presenters will contrast two qualitative approaches to researching student writing and learning in detail—one focused on fine-grained tracings of learning-in-action and another focused on long-term longitudinal development. Reflecting on these approaches to SoTL research, the presenters will share how involving students in inquiry into their own activities creates opportunities for co-authorship, reflection, and active engagement. Finally, the presenters will conclude with a brief bibliography of existing research on undergraduate writing and learning both in and out of school that can inform attendees' future teaching and SoTL research.

B5 **Perspectives on the Role of Inclusion in Today's Diverse Workplaces** CB1-218
(ODI)

Louis R. Preston, Jr., Diversity Officer, Director Interpreter Services for Florida Hospital;
Mahjabeen F. Rafiuddin, Manager of Diversity and Inclusion for Walt Disney Parks and
Resorts; and Gillian Saunders, Business Improvement Manager and Co-Chair of Siemens
Energy Inclusion & Diversity Council

Establishing and nurturing an inclusive climate matters in today's diverse workplaces. Panelists from various industries and organizations in the Central Florida area will discuss ways in which their businesses foster and maintain inclusive work environments. Further, the benefits derived from inclusion will be considered. Finally, thoughts will be shared on what university faculty and staff can do to help students develop an "inclusive attitude."

B6 **Study Abroad: Start and End with Learning Outcomes and Assessment** CB1-120
Strategies (OIS)

Tace Crouse, Academic Affairs

This workshop will focus on developing appropriate and effective learning outcomes along with corresponding assessment strategies for courses taught as part of study abroad programs.

B7 **Career-Life Balance: Legal Aspects of Caregiving (CSWF)**   CB1-117

Peggy Nuhn, Librarian, UCF Regional Campus

There's more to caregiving than managing medications and treatment options. There is also the need to be proactive in managing parental financial resources. A local attorney board-certified in elder law, Carolyn Holman Sawyer (Sawyer & Sawyer, PA), will share information.

Project Time   2:45–3:45

C1 **Project Time**   Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1.

TUESDAY, MAY 6

Coffee and Conversation	8:00–8:30
	CB1-207

Concurrent Sessions	8:30–9:30

D1 Writing Assignments to Enhance Student Learning   CB1-220

R. Mark Hall, University Writing Center

What kinds of writing tasks enhance student learning? What design elements support student success? To address these important questions, this workshop will introduce faculty to research-based principles for designing effective writing assignments in any discipline. For discussion and hands-on work, participants should bring a draft of a writing assignment to develop or an assignment to revise. In addition to a variety of resources for designing effective writing assignments, this session will provide information about ways the University Writing Center can support student success in writing.

D2 Creating a Research Roadmap (ORC)   CB1-112

Lesia Crumpton-Young, Center for Advancing Faculty Excellence, Office of Research & Commercialization

The presenter will share her research on which professional development services have proved to be the most effective in helping faculty achieve their goals. She will also share her organizational tool that leads attendees through an exercise to identify their vision, goals, objectives, and outcomes for critical areas of research development.

D3 Curriculum Mapping: Academic Faculty and Subject Librarians Working Together   CB1-103

Barbara Tierney, UCF Libraries

Academic faculty use curriculum mapping to plan, revise, and assess academic programs to devlop Academic Learning Compacts. Subject Librarians use curriculum mapping to identify the courses (within an academic program) that have research components to provide students with tiered research instruction (based on ACRL Information Literacy Competency Standards). This presentation will seek to encourage academic faculty to work with Subject Librarians to determine the best progression of research skills for an academic program, so that each successive year prepares students for increasingly sophisticated approaches to research and critical thinking. "Curriculum integrated research instruction" will eliminate redundancy and increase relevance for students as they build research expertise throughout their time at UCF.

D4 **Assigning and Evaluating Multimedia Projects, Faculty Panel** CB1-122

Stephanie Vie, College of Arts & Humanities; Bernardo Ramirez, College of Health & Public Affairs; and Elena Flitsiyan, College of Sciences
During the fall of 2013, several faculty members participated in a Course Innovation Project that focused on assigning and assessing student multimedia projects. Assigning multimedia projects encourages students to engage in more holistic learning, to develop media literacy and broad rhetorical skills, and to demonstrate their learning and creativity through application. Join these faculty members as they share their experiences and facilitate discussion on this topic.

D5 **I'm *More* Than a Mean and a Standard Deviation! Suggestions for** CB1-107
Faculty Alternatives to and Uses of SPI Results

Ida Cook, College of Sciences, and Chuck Dziuban and Patsy Moskal, Research Initiative for Teaching Effectiveness
This session will address issues surrounding the use of SPIs as measures of faculty performance. It will move beyond the vagaries of using SPI means and standard deviations in annual and P&T evaluations to explore ways to empower faculty to take control of their assessments so they can be used constructively for individually driven techniques for faculty development and enhancement. Discussion will include a set of fictitious faculty member evaluations to demonstrate available alternatives.

D6 **Motivating Students in a Flipped Classroom** CB1-205

Erin Saitta, Faculty Center for Teaching & Learning
Independent learning between class meetings is an integral component of a successful flipped classroom. This session will explore ways to motivate students to invest in their own learning. Topics will include tips on structuring assignments, utilizing the classroom environment to increase productivity, and providing meaningful feedback.

D7 **UCF's Newest Tradition: A Common Reading Program** CB1-212

Abby Nobili, Student Development & Enrollment Services
The Common Reading Program is a new initiative for UCF's First Time in College (FTIC) students, beginning in the summer of 2014. The intent of establishing a Common Reading Program is to engage FTIC students in a dialogue around a relevant topic while creating a sense of community among incoming students. We are excited to be ushering in a new tradition for our incoming class this year.

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D8 **The Right Level of Discomfort (OIS)**   CB1-120

Ali Korosy, College of Arts & Humanities
This session will examine out-of-the-comfort-zone techniques for maximizing students' critical-thinking.

D9 **Changing It Up: Using Word Clouds Instead of Linear Text to Elicit**   CB1-113
Critical Thinking in Online Discussions (IF)

Aimee deNoyelles, Center for Distributed Learning, and Beatriz Reyes-Foster, College of Sciences
By presenting linear text in a nonlinear fashion, word clouds challenge students to make connections among concepts, ideas, and key terms without preconceived notions about the original text. This research project builds on the work of others who have studied critical thinking in asynchronous discussions and have found that critical thinking was enhanced when students had to analyze word clouds in a discussion forum, versus a traditional question-and-answer format. We applied this pedagogical strategy to an anthropology course and rigorously measured critical thinking through content analysis of student discussion posts. In this presentation, preliminary findings will be shared that begin to fill in this knowledge gap and propose implications to advance the field of online pedagogy.

D10 **Increase the Writing Practice of Your Students While Decreasing Your**   CB1-119
Grading Burden through Scaffolded Assignment Design (WAC)

Pavel Zemliansky, Lindee Owens, and Steffen Guenzel, Writing Across the Curriculum
The members of the UCF Writing Across the Curriculum Program will discuss ways to improve students' writing performance for increased professional, academic, and civic competency through the careful and deliberate design of writing assignments. We will demonstrate practical and theoretically sound methods to increase the amount and quality of your students' writing practice without increasing your grading burden. After the presentations, attendees will have ample time for discussion and questions.

Plenary Panel Presentation   9:45–11:00

Preparing Students for Professional Success   CB1-104

Calvin Williams (Moderator), UCF Career Services; Chanda Jordan, Enterprise Rent-A-Car; Lindsay Leroy, SeaWorld; Vicki Miller, Darden Restaurants; Dorathy Nevitt, Orlando World Center Marriott; and Carla Toles, The Walt Disney Company

Our conference title this year, "Educating Students for the World beyond the Classroom," calls on us to address the challenges our students face in bridging their academic experiences with life outside college learning environments and the challenges they will face when they enter their professions beyond graduation. Please join this panel of industry recruiters and human resources experts to hear about their experiences working with recent graduates.

Concurrent Sessions   11:15–12:15

E1 Student Perception of UDL: A Pedagogical Step toward Inclusion   CB1-122

Brittany Murphy (Moderator), Faculty Center for Teaching & Learning; Jahfre Colbert, SGA Diversity Initiatives Specialist; Chelsea Hudlow, student registered with SDS; Pascale Nelson, student with a disability not registered with SDS, McNair Scholar

As student enrollment diversifies, so, too, must our curricula, accessible technologies, and pedagogical methods. Studies reveal an increase in post-secondary enrollment of students with disabilities as well as international students. Implementing Universal Design for Learning (UDL) will benefit students with disabilities and second-language learners as well as others. UDL is designed to implement multiple methods of presentation, learning modalities, and modes of expression in the classroom. Students need curricula that match their backgrounds and lifestyles. UDL on campus will positively affect all students. This moderated panel of UCF students with diverse backgrounds will share its perceptions of UDL on campus, providing insight for faculty and creating a positive discourse around accessible and inclusive pedagogical methods.

E2 Successful Practices for Academic Advising   CB1-220

Patricia Angley, College of Arts & Humanities; Brandi Blessett, College of Health & Public Affairs; and John Schultz and Karen Cox, College of Sciences

Effective academic advising plays a key role in student success at the university. Please join this panel of experienced academic advisors in a discussion about key issues and best practices for advising students. Bring questions or stories to share with your colleagues as we search for better ways to communicate important information to our students and help them synthesize their educational experiences and goals.

E3 **Navigating the "Student of Concern" Process and Working with Students in Distress** CB1-212

Dana Juntunen, Director, Student Rights & Responsibilities, and Angela Newland, Case Manager, Student Rights & Responsibilities

Every year, students will face a variety of issues that interfere with their ability to succeed academically. The Office of Student Rights and Responsibilities provides students with referrals and connections to campus and community resources for situations including behavioral problems, academic concerns, interpersonal issues, and a variety of signs of distress. The presentation will cover the steps for assisting a student in distress, when and how the Office of Student Rights and Responsibilities Case Managers can assist, and what occurs if additional university resources are needed to support faculty and students. This presentation will also include examples of current situations and how they were resolved, as well as an opportunity for questions about working with students of concern.

E4 **Faculty Solutions to Aid Student Success (SDES)** CB1-107

Ida Cook (Moderator), College of Sciences; William (Bill) Self, College of Medicine; Cynthia Bayer, College of Sciences; Martha Marinara, College of Arts & Humanities; and Krisann Draves and Leslee Damato-Kubiet, College of Nursing

This special panel discussion will feature faculty from multiple colleges to share their experiences and suggestions about problems and solutions to student retention and success. Join us and share alternatives and solutions to challenges and obstacles faced by faculty in guiding students toward graduation.

E5 **Community Service Alliance: A Model of International Service-Learning in the Dominican Republic (OIS)** CB1-120

Rigil Ballester, Director, and Elizabeth Conklin, Management Advisor, Cofounders of Community Service Alliance

International service-learning is a rapidly expanding aspect of study abroad. These experiences help students apply theory to life outside the classroom. This structured civic engagement reinforces the knowledge and skills, and informs the attitude, to succeed in their chosen fields and as engaged citizens. Join this presentation by the Co-Founders of Community Service Alliance to learn how they transformed a dream into an organization that after ten years continues to develop meaningful, sustainable community-based projects in several communities across the island. They will share best practices and tips on developing international service-learning projects as well as how to best prepare the students for the experience. CSA has sustained some of its success through the partnerships it has developed with the University of Michigan and Virginia Tech. CSA also receives funding from USAID, CIEE and the U.S. Department of State.

E6 **Career-Life Balance: Changing the Culture of Aging for Our Elders and Ourselves (CSWF)** CB1-117

Denise Gammonley, College of Health & Public Affairs
This workshop will include an experiential exercise for participants to reflect on their future aging self as well as practical tips for advocating on behalf of elders in need of long-term care or home and community-based care.

E7 **Developing a Research Collection for the Twenty-First-Century Library: The Importance of Faculty/Librarian Collaboration** CB1-103

Michael Arthur, UCF Libraries, and Anna Jones, College of Arts & Humanities
This presentation will explore ways in which librarians and faculty can collaborate to enhance teaching and research at UCF. The presenters, representing the faculty and librarian perspectives, will focus on how consistent and timely collaboration with the library can result in more effective expenditure of limited funds and provide faculty opportunities to take an active role in building vibrant research collections for the digital age. The presentation will promote active discussions on best practices for developing research collections that emphasize transmedial and multimodal teaching methods and learning styles.

E8 **Online Service-Learning Courses (OEL/SL)** CB1-109

Leandra Preston-Sidler, College of Arts & Humanities
This session will provide practical tools and invite discussion about service-learning in online classes, including strategies, ideas, and specific examples. Many professors avoid service-learning in online classes, but the right approach(es) can greatly enhance Web classes.

E9 **What's .gif Got to Do with It: Creating Engaging Modules in Canvas (IF)** CB1-113

Meredith Tweed, College of Arts & Humanities
This session will provide practical tips for building engaging Canvas modules in online courses and will invite participants to share their own strategies for creating media-rich content. Faculty often want to include visuals, graphs or charts, audio or visual content, and social media to enhance student engagement but don't know where to start. Come ask questions, share tips, and learn how to create Canvas modules that promote students' digital literacy.

E10 **Developing Hypotheses, Aims, and Objectives (ORC)** CB1-112

Avelino Gonzalez, College of Engineering & Computer Science
This presentation will focus on an important aspect of research plans—developing solid hypotheses or research questions. Dr. Gonzalez will talk about the nature of hypotheses, share examples of hypotheses, and discuss how hypotheses are linked to proposal objectives, tasks, and data collection.

E11 **Half-Baked: How Student Involvement and Cocurricular Experiences** CB1-308
Provide a Vital Competencies Link between the Classroom and Future
Employment (SDES)

Michael Preston, Director, Office of Student Involvement
Higher education has been taken to task by employers who feel students lack the skills and competencies needed for career success. In the Office of Student Involvement, we have developed a competencies-based involvement program that strives to bridge students' classroom work and their career applications. This session will present a case for competencies-based involvement utilizing assessment data collected over three years.

Catered Lunch Presentation: Faculty Use of Academic Video	12:15–1:15 CB1-104

Eileen Lawrence, Alexander Street Press
UCF has acquired a significant amount of streaming video content for research and teaching. Are you using it to your best advantage? Eileen Lawrence, the Vice President of Sales and a cofounder of Alexander Street Press, publisher of much of the university's streaming video content, invites attendees to join her for a lunch session. She'll talk about global trends in the use of academic video and how instructors are integrating video into their programs to engage students in new ways. You'll get a demo of the specific UCF collections and learn how to use the resources in connection with specific programs. You'll learn how to make custom clips and playlists, include them in your Canvas course tools, and share them with groups you create (colleagues, students).

ASP has generously sponsored a catered lunch. Drop-ins are welcome.

Concurrent Sessions/Project Time	1:30–2:30

F1 **Project Time** Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1 or attend any of the afternoon sessions.

F2 **Developing Evaluation and Assessment Plans (ORC)** CB1-112

Bonnie Swan, College of Education & Human Performance
Dr. Swan will share insight and tips about evaluation design for different stages: from choosing the right approach, designing methods and agreements, gathering data, and reporting to help demonstrate a project's worth and make a positive difference. She will also share how to frame your ideas by choosing the right approach from many that are available. Ample time will be provided for Q&A and discussion.

F3 **Study-Abroad Program Leader Basics (OIS)** CB1-120

Dede Wilson Mosley, Aldan McClellan, and Katie DeGuzman, International Studies
This session provides an overview of the practical side of developing educational programs abroad at UCF with a focus on laws (federal & state) that affect programs, institutional and office policies and procedures, trends, and best practices.

F4 **The Fraternity and Sorority Life Way Forward: Developing a Values-Based Community Leadership Engagement Program (SDES)** CB1-308

Greg Mason, Clay Coleman, Cristina Luna, and Olivia Escalona, UCF Fraternity & Sorority Life
Fraternity and sorority communities often provide universities with student life, leadership, and alumni support. But what should a university do if the fraternity and sorority community has shifted away from its values? Learn what led to UCF's bold move to halt all fraternity and sorority activities in order to redirect and start a culture change within our campus's fraternal community. Participants will discuss how they can assist in supporting the components of the Way Forward, the values-based community leadership engagement program that is assisting the future of the UCF fraternity and sorority community.

F5 **Career-Life Balance: Academia in Times of Economic Crisis: Demographic Trends in Recent Ph.D. Graduates and Dual-Career, Long-Distance Couples (CSWF)** CB1-117

Anca Turcu, College of Sciences
The presentation examines the impact of the 2008 economic crisis on recently graduated Ph.D.s, focusing on dual-career, long-distance couples. Young Ph.D.s' personal and professional challenges will be explored in the context of tough economic times and dramatic institutional changes in American academia. A short discussion of possible solutions, including life-career balance initiatives and programs, will conclude the presentation.

F6 **Searching for Benghazi, Libya: Ideological Construction in Google Search Events (IF)** CB1-113

Jake Stewart, College of Arts & Humanities

This presentation will build on Richard Selfe and Cynthia Selfe's 1994 "The Politics of the Interface: Power and Its Exercise in Imperial Contact Zones" by interrogating arrangement of Google search results to understand how they help sustain systems of power online. I will show how networked connection during several Google events for "Benghazi, Libya" leads to the creation and sustainment of a colonial ideology. In so doing, I will offer a methodology that examines patterns of arrangement in order to understand how search results help create ideological lenses in digital environments.

Concurrent Sessions/Project Time — 2:45-3:45

G1 **Project Time** Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1, or attend session G2.

G2 **No Game of Chance: Identification, Assessment, and Selection of Providers to Match the Goals of the University's Educational Programs Abroad (SDES)** CB1-308

Katie DeGuzman, Office of International Studies

The barrage of offers of logistical support from study-abroad providers, travel agencies, tour guide companies, and international organizations can be dizzying. Not all providers are equal and not all programs require the same level or type of support. This session will focus on how the use of professional best practices and qualitative data informs the assessment process of all international education providers.

WEDNESDAY, MAY 7

Coffee and Conversation	8:00–8:30

CB1-207

Concurrent Sessions	8:30–9:30

Note for CSWF Track CNH-128

COACh Leadership/Communication Training is scheduled from 8:00 a.m.–12:00 p.m. in the Graduate Student Center, Colbourn Hall, Presentation Room 128.

H1 **Universal Design for Learning, Faculty Panel** CB1-122

Cynthia Bayer, Jackie Chini, and Alisha Janowsky, College of Sciences, and Linda Gibson-Young, College of Nursing
During the spring of 2014, several faculty members participated in a Course Innovation Project on accessibility and inclusive design, co-hosted by the Faculty Center, Student Disability Services, and the Center for Distributed Learning. Join this panel of colleagues as they share their experiences and answer your questions about universal course design and why it is important.

H2 **Making the Most of Face-to-Face Time** CB1-205

Erin Saitta, Faculty Center for Teaching & Learning, and Dan Murphree, College of Arts & Humanities
In this workshop, we will discuss innovative teaching practices that encourage students to engage during their face-to-face time. Whether you are looking for ideas for your flipped classroom, thinking about adding in-class writing, or want to liven up your lectures, we invite you to join us. Time will be set aside to apply strategies to your specific course, so bring your ideas or just come to learn something new.

H3 **Integrating Research and Education, Addressing NSF Merit Criteria (ORC)** CB1-112

Debbie Reinhart, Office of Research & Commercialization
A critical aspect of preparing an NSF proposal is addressing NSF merit criteria, intellectual merit, and broader impacts. In addition, for those writing a CAREER proposal, approaches to integrating research and outreach/education successfully will be discussed. Specific examples will be shared regarding UCF resources available to support broader impacts.

H4 Incorporating Iterative Learning CB1-212

Anna Turner, Faculty Center for Teaching & Learning

This session will provide an overview of the iterative teaching and learning methodology. Learn how to scaffold assignments and assessments that allow your students to improve throughout the semester. We'll discuss alignment with learning objectives, design, grading, and assignment management.

H5 Understanding the Motivation behind Cheating and Plagiarism CB1-103

Jennifer Wright, Director, Office of Integrity & Ethical Development

Gain insight into the motivations and rationalizations of why UCF college students engage in academic misconduct. The Office of Integrity and Ethical Development has been working specifically with UCF students who have been found in-violation of academic misconduct. We have been able to determine, from coaching sessions and seminars, reasons why college students will move their moral compass to cheat on a test or plagiarize a paper. Join us in a discussion on how we as educators can support students in pursuing their academic goals without compromising the integrity of the learning process.

H6 Just in Time to Adopt an App (Mobile Learning) (IF) CB1-113

Luke Bennett and Sue Bauer, Center for Distributed Learning

Instructors need fast and accurate support to analyze and implement an appropriate mobile application into their curriculum. Even when you find a great app, there are many factors to consider, such as cost, device selection, availability, security, sustainability, and accessibility. Thoughtful planning and implementation is also very important to the adoption and sustainability of these apps for use in a typical classroom. Join us to see how UCF's Instructional Design Team has created a "just-in-time" web checklist to support faculty interested in adopting an app into their curriculum delivery or teaching administrative practices.

H7 Service-Learning and Rubrics (OEL/SL) CB1-109

Meredith Tweed, College of Arts & Humanities

Service-learning practitioners often struggle with how to weave service into the final grade. What should be graded? How do we evaluate service? What does an effective service project look like? This session focuses on assessments and rubrics to use for evaluating service-learning projects.

H8 Making the Most of the Site Visit (OIS) CB1-120

Edwanna Andrews, LEAD Scholars, and Dede Wilson Mosley, International Studies

The site visit is an often undervalued aspect of international program development. This session will examine the role of site visits in the ever-changing world of study abroad, as well as provide tips for making the most of the visit.

I1 **Publishing Your SoTL Research** CB1-122

Elizabeth Grauerholz, College of Sciences
This session will offer criteria and suggestions for successfully getting your SoTL research into a peer-reviewed publication.

I2 **Study Abroad: Putting It All Together (OIS)** CB1-120

Katie DeGuzman, Aldan McClellan, and Dede Wilson Mosley, International Studies
Study Abroad program development has many moving parts. This session follows the logistical process and timeline from concept to budget to lift-off.

I3 **Fulbright Programs for UCF Faculty** CB1-212

Karen Biraimah, Director of International & Special Programs, College of Education & Human Performance
The Fulbright Program is one of the most prestigious award programs in the world. The overarching goal has been to increase understanding between the USA and other countries through the exchange of people, knowledge and skills by providing scholarships to study, conduct research, or display talents abroad. Join this session to find out more about how to successfully navigate the Fulbright Award System.

I4 **Developing a Data Management Plan (ORC)** CB1-112

Lee Dotson, UCF Libraries
This discussion will focus on the benefits of funder-required data management planning. This session will include an overview of the basics of data management plans as well as resources to help in the creation of an effective plan.

I5 **Information Security Awareness** CB1-220

Chris Vakhordjian, Computer Services & Telecommunications
The university's proprietary information is at risk every day, and it's not just information in jeopardy. Data breaches cost money, reputation, and potentially clients. Unfortunately, many breaches result from a lack of employee awareness of the security risks inherent in their actions. Information security demands that every employee practices proactive, security-conscious behavior. The goal of this session is to bring an understanding of the latest information security issues, concerns, and practices to minimize the university's IT risk.

16 **Accreditation and Academic Internships (OEL/SL)**   CB1-109

Ulla Isaac, Interim Director, Office of Experiential Learning
This session will provide news concerning the proposed accreditation process for academic internships.

17 **Open Collaborative Professional Development at UCF: Meet the Mobile/**   CB1-103
eTextbook Focus Group

Aimee deNoyelles and Ryan Seilhamer, Center for Distributed Learning; Steven Hornik, College of Business Administration; Linda Gibson-Young, College of Nursing; Anna Turner, Faculty Center for Teaching & Learning; and Renee Montgomery, UCF Libraries
Mobile and eTextbook technologies are being used by students both in and out of the classroom, and many graduates will be expected to skillfully use them in professional environments. It is important that faculty members integrate these technologies in instruction to support the development of these vital skills. The Mobile/eTextbook Focus Group, consisting of faculty, instructional designers, librarians, and other support staff, was formed to address this need. The objective of this session is to have a panel of focus group members (a) showcase faculty work and other group artifacts; (b) share teaching resources that are open to all faculty such as the UCF Mobile Initiative blog and the Teaching Online Pedagogical Repository; (c) identify the challenges and considerations inherent in the collaborative and multidisciplinary nature of the group; and (d) promote group membership.

18 **How to Teach "How to Write a Research Paper": Teaching Research Skills** CB1-119
Rhetorically (WAC)

Pavel Zemliansky, Lindee Owens, and Steffen Guenzel, College of Arts & Humanities
The members of the UCF Writing Across the Curriculum Program will discuss how to help students understand that research is "in conversation" in your discipline, how to teach students to ask research questions specific to your discipline, and how to help students use sources purposefully in their writing.

19 **Linking to the Outside World with Canvas**   CB1-205

Sue Bauer and Wendy Howard, Center for Distributed Learning
How do I bring the real world to my students? Stop by and see how the instructional design team at the Center for Distributed Learning optimizes Canvas tools and external apps (LTIs) to bring field experiences to students. Multiple teaching strategies and specific technologies will be highlighted through case studies from UCF.

Concurrent Sessions   ▶ 11:15–12:15

J1 **Two SoTL Journal Editors' Perspective on Researching and Publishing in**   CB1-122
the field of Scholarship of Teaching and Learning

Kerstin Hamann and Bruce Wilson, College of Sciences
This session will be conducted by two editors of the *Journal of Political Science Education*, a peer-reviewed SoTL journal based at UCF. They will discuss their own SoTL research projects and research process and provide an editor's perspective on creating, conducting and publishing SoTL research in peer-reviewed journals.

J2 **Research Funding Resources for UCF Faculty (OIS)**   CB1-120

Marisol Ortega-Perez, April Torre, and Madhavi Chokshi, Research & Commercialization
Support is available on campus to assist faculty with proposal development, team-building, and locating funding opportunities. This session will provide a closer look at strategies and suggestions for matching external research funding to your research idea.

J3 **Service-Learning in the Sciences (OEL/SL)**   CB1-109

Elena Flitsiyan, Erin Saitta, and Linda Walters, College of Sciences
Historically, service-learning has been associated predominantly with the humanities, education, and public health. This session will focus on current and ongoing service-learning course offerings within the sciences.

J4 **Diversity in the Curriculum**   CB1-205

Carolyn Walker Hopp, College of Education; Gino Perrotte, College of Sciences; Brandi Blessett, Reid Oetjen, and Bernardo Ramirez, College of Health & Public Affairs
Curriculum mapping helps faculty align vision, mission, curriculum goals, and competency standards in order to provide students with a road map for learning. By integrating diversity standards into our curriculum maps, we enhance students' capacity to engage with others in the larger global society. University programs have an obligation to ensure that every student has the skills and knowledge necessary to be a productive and contributing citizen. In this session, faculty will work together in a collaborative group setting to align program content with mission, vision, and outcomes, and design opportunities for students to demonstrate understanding and knowledge of the multiple perspectives of diversity through the lens of core program courses.

J5 Making Your Classroom the P.L.A.C.E. to Be   CB1-212

Kimberly Rios and Grace Moskola, Student Development & Enrollment Services
This presentation will introduce the concept of Universal Design and how aspects of classroom instruction can be more universally accessible for all students, with or without disabilities. The acronym "PLACE" will help the audience remember five key elements of incorporating Universal Design in the classroom: Presentation, Learning, Attitude, Communication, and Environment. Group discussion and interactive activity, including the use of faculty input on best practices, will express how simple changes in instructional techniques can benefit all.

J6 Eliminating the Take-a-Number Approach: Student Communication   CB1-103
Strategies for Large Courses

Wendy Howard and John Raible, Center for Distributed Learning
How do I reach individual students when there are so many? Managing your time and providing a personal touch can be challenging in all course modalities. Come see how the instructional design team at the Center for Distributed Learning worked with faculty members in the College of Business Administration to use Webcourses@UCF tools to implement engagement strategies for large class management and leave with resources to accomplish your goals.

J7 Intro to Qualtrics   CB1-202

Don Merritt, Director, Office of Instructional Resources
In 2013, several colleges and units came together to purchase a Qualtrics license. This session will show you who is participating, how to get an account, and what to do once you have access to an account. We will demonstrate some typical examples and a couple of non-traditional uses for the software. Time will be left at the end of the presentation for some hands-on experience.

J8 Taking Their Temperature: Using Quick Assessments to Guide Decision   CB1-308
Making and to Measure Learning (SDES)

Michael Preston, Director, Office of Student Involvement
Assessment of our learning outcomes is an essential part of any program. However, we often neglect to gather information in the moment to help facilitators take the temperature of the students and their progress. Quick assessments allow facilitators to better understand the level of comprehension and knowledge acquisition of our students with fun and easy to understand techniques. This session will present more than 20 techniques instructors can employ tomorrow and describe how to assess them effectively.

J9 **Engaging in Social Media: Strategies for Building Community and** CB1-113
Promoting Research (IF)

Kimberly Wilmot Voss and Lance Speere, College of Sciences

This session will provide examples, tools, and strategies for academics to use social media as a way to communicate and share scholarship. The speakers will address best practices for Academia.edu, LinkedIn, Twitter, Facebook, FourSquare, Instagram, and blogging. They will conclude with advice on how to improve or get started in social media.

J10 **New Models in Publishing and Scholarly Communications** CB1-220

Michael Arthur, Penny Beile, and John Venecek, UCF Libraries

The panelists will provide an overview of new publishing models based on open access and transparency and describe how major academic publishers have reacted to this paradigm shift. The impact that these models are likely to have, not only on how we acquire materials, but on how faculty at UCF disseminate their research, will be explored. Participants will be encouraged to contribute to the conversation by discussing how these trends are affecting their disciplines, their individual research, and the level of institutional support currently available.

Lunch on Your Own 12:15–1:15

Concurrent Sessions/Project Time 1:30–2:30

K1 **Project Time** Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms open in CB1 or attend any of the afternoon sessions.

K2 **Career-Life Balance: A Story about a UCF Family Living with Autism** CB1-117
(CSWF)

Nichole Stack, College of Arts & Humanities

Compartmentalizing work, home, and community is easy to do. But should there be more intersecting of these spaces of life? This working mom thinks so. Please join Center for Success of Women Faculty Fellow Nichole Stack as she shares her family's story of juggling these spaces and caring for her son Daniel, diagnosed with autism at age two. Guest speakers include Bobbi Barber and Nicole Geiger from the Applied Behavior Center.

K3 **Who's Next. Don't Call Them "Gen X." Don't Call Them "Gen Y." They're** CB1-104
the "Millennials."

Lisa Mills, College of Arts & Humanities, and Robert Thompson, Senior Vice President &
Chief Marketing Officer, Old Florida National Bank
Join us to watch this 40-minute documentary featuring former UCF students
and Neil Howe, demographer and author of numerous books on generational
trends. After the video, we will discuss the educational trends noted in the doc-
umentary.

K4 **Be Prepared! Incident Management Roles, Responsibilities, and** CB1-120
Resources for Leaders of Programs Abroad (OIS)

Patricia MacKown, Student Development & Enrollment Services
Risk mitigation is everyone's business. A panel of campus partners will address
policy and real-world scenarios and answer questions.

Project Time 2:45–3:45

L1 **Project Time** Various Rooms

You may use this time to work on your projects in the various track meeting
rooms or the other rooms open in CB1 or attend the following session.

L2 **FBI Training Film,** *Game of Pawns* **(OIS)** CB1-120

J. Patrick "Pat" Laflin, Strategic Partnership Coordinator, FBI; and Dela Williams, Office of
Research and Commercialization
This film recounts the true story of US graduate student, Glenn Duffie Shriv-
er, who was recruited by the People's Republic of China Intelligence Services
while he was participating in a study abroad language program. Discussion to
follow the film.

THURSDAY, MAY 8

| Coffee and Conversation | 8:00–8:30 |

CB1-207

| Track/Cohort Meetings | 8:30–9:30 |

Meet with your track/cohort leader in the rooms listed on page 1 (same meeting place as Monday at 8:30 a.m.).

| Poster Prep in Library Knowledge Commons | 9:30–10:15 |

See your track sponsor regarding printing your poster materials. We will have poster boards and pushpins waiting for you in the library.

| Showcase in Library Knowledge Commons | 10:15–12:00 |

In a poster format, participants will share results of their work so far and plans for future efforts. Refreshments will be served.