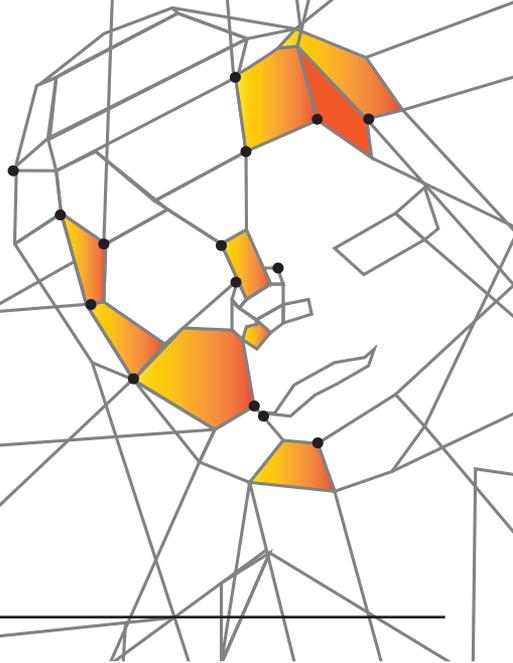


2018

Summer Faculty Development Conference



Conference at a Glance

	Monday, May 7	Tuesday, May 8	Wednesday, May 9	Thursday, May 10
8:30–9:00	Registration in CB1-104, Coffee and conversation	Coffee and conversation	Coffee and conversation	
9:00–9:50	Track Meetings	Concurrent Sessions (B)	Concurrent Sessions (D)	(9:00–11:00) Track time
10:00–11:15	Keynote Presentation: Matthew Mayhew CB2-101	Plenary: UCF Collective Impact Community Challenge	Concurrent Sessions (E)	(11:00–12:00) Reception in CB2 atrium and patio
11:30–12:20	Concurrent Sessions (A)	Concurrent Sessions (C)	Concurrent Sessions (F)	
12:30–1:20	Pizza Lunch by Cengage	Lunch on your own	Lunch on your own	
1:30–3:30	Project Time in Tracks	Project Time in Tracks	Project Time in Tracks	

MONDAY, MAY 7

Transforming Teaching

Welcome to the 2018 UCF Summer Faculty Development Conference. There are a number of initiatives underway across the university to support the transformation of courses and programs with greater emphasis on integrative, experiential, high impact, active, and adaptive teaching approaches. This summer’s conference will provide faculty members with opportunities to learn about those initiatives and to work on transforming specific courses to facilitate student learning and success. Programming will also provide workshops and experiences for faculty members who want to transform their approaches to their own professional development.

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

Faculty Center for Teaching and Learning	Student Development and Enrollment Services
Diversity and Inclusion	Faculty Excellence
Writing Across the Curriculum	Center for Distributed Learning
Quality Enhancement Plan	Office of Instructional Resources
Experiential Learning	UCF Libraries

Coffee and Conversation

8:30-9:00

CB1-104 foyer

Track/Cohort Meetings and Registration

9:00-9:50

Faculty Center for Teaching and Learning	
<i>Ann Miller</i>	CB1-122
<i>Eric Main</i>	CB1-103
<i>Anna Turner</i>	CB1-307
<i>General Education Fellows</i>	CB1-205
Quality Enhancement Plan	CB1-105
<i>Anna Maria Jones</i>	
Service-Learning/Experiential Learning	CB1-109
<i>Jason Jude Smith and Amy Zeh</i>	

(Continued on next page.)

2018 UCF Summer Faculty Development Conference

Fulbright-Hays Group Projects Abroad Program <i>Alla Kourova</i>	CB1-301
Faculty Excellence <i>Blake Scott and Linda Walters</i>	CB1-309
Writing Across the Curriculum <i>Pavel Zemliansky</i>	CB1-119
Diversity and Inclusion <i>Barbara Thompson and Rachel Luce-Hitt</i>	CB1-218
Student Development and Enrollment Services <i>Stacey Malaret</i>	CB1-308

Keynote Presentation

10:00-11:15

How College Affects Students: 21st-Century Evidence that Higher Education Works

CB2-101



Matthew J. Mayhew is the William Ray and Marie Adamson Flesher Professor of Educational Administration with a focus on Higher Education and Student Affairs at The Ohio State University. His research focuses on college and its impact on students. To support this line of inquiry, he has been awarded over \$16 million dollars in funding from sources including the United States Department of Education; the Ewing Marion Kauffman Foundation; the Merrifield Family Foundation; the Andrew C. Mellon Foundation; and the Fetzer Institute. He received his B.A. from Wheaton College, Illinois; his Master's degree from Brandeis University; and his Ph.D. from the University of Michigan. Before coming to OSU, he served as an associate professor at New York University and an administrator at Fisher College and the University of North Carolina at Wilmington. He has over 75 publications, including lead author of the most recent version of *How College Affects Students: 21st Century Evidence that Higher Education Works*.

Session Description:

The purpose of this session is to discuss practical implications from the most recent volume of *How College Affects Students: 21st Century Evidence that Higher Education Works*. Specifically, I will discuss the state of the empirical research base as it relates to college-going and its association with outcomes related to teaching and learning, retention and degree attainment, and economic success.

Concurrent Sessions

11:30-12:20

A1 Keynote Breakout Session

CB1-104

Matthew Mayhew, Ohio State University

Dr. Mayhew will be available for further Q&A.

A2 Active Learning, Guided Learning, and Direct Instruction: How Much is Too Much?

CB1-205

Anna Turner, Faculty Center for Teaching and Learning

When implementing active learning techniques, students need some guidance and direction to be successful, but they also need to become self-regulated learners. In this session, we'll discuss how learning works, and we'll identify some factors that affect student performance in active learning. Participants will identify the factors that influence instructional choices and determine what is best for their course.

(A sessions continued on next page.)

A3 Creating High-Impact Courses, Part 1: The HIP Course Designation Process CB1-122

Tamra Legron-Rodriguez and Anna Savage, College of Sciences; Anna Jones, Quality Enhancement Plan; and Kevin Jardaneh, Undergraduate Research

In Fall 2018, UCF will introduce two new High-Impact Practice (HIP) course designations to help faculty highlight their research-intensive and integrative-learning courses and to provide easier ways for potential students to seek out high-impact experiences. Part one of this two-part series (see session B5 for part 2) provides participants an opportunity to learn about these new designations and the application process and to engage with other faculty who have already created designated courses.

A4 Using Mentor Pods for Career Success CB1-105

P. Shannon Elswick, Kourtney Nieves, and Alice M. Noblin, College of Health and Public Affairs

Today's students need more than traditional classroom encounters to achieve their full potential. Unfortunately, rising program numbers make quality one-on-one mentoring difficult. The mentor pod concept maximizes the impact of senior mentors and has produced positive feedback from mentees. This session will demonstrate how mentoring and personal coaching can significantly enhance traditional curricula for multiple students without placing undue demands on mentors.

A5 Service-Learning & Internship: An Introduction CB1-109

Amy Zeh, Service-Learning; Sandra Leon-Barth, Experiential Learning

This session is a primer for newcomers to service-learning and internship or for faculty who want to refresh their knowledge of experiential learning fundamentals. Come and hear about these high-impact practices and how they might fit with your curriculum.

A6 Interpreting Promotion Criteria CB1-309

Blake Scott and Jana Jasinski, Faculty Excellence

Through a case-based activity around three sets of actual unit/college promotion criteria, participants will brainstorm and discuss strategies for interpreting and positioning achievements in relation to "fuzzy" criteria. This session will be especially useful for tenure-line faculty.

A7 Effective Goal Setting Strategies in SLS 1501 Freshman Seminar

CB1-308

Jamil D. Johnson, Student Development and Enrollment Services

The SLS 1501 Freshman Seminar enrolls over 1,800 students annually during summer B, fall, and spring semesters. One of our cornerstone assignments challenges students to identify one long-term goal and three short goals they will accomplish to meet the long-term. To be effective, students must apply the ABCs Framework of Goal Setting (as discussed in class). Starting Summer B 2018, students will be identifying their career goals and the co-curricular experiences they want to participate in.

Lunch Provided by Cengage**12:30-1:20****Affordable Course Solutions for TODAY's Students: Have You Seen the New Cengage Options?**

CB1-104

Christina Bolton and Suzanne Mills, Cengage

In this session you will discover how Cengage is changing the landscape of “traditional learning” with two new solutions. First: “Cengage Unlimited,” an upcoming subscription model that allows students to access all the digital learning platforms, ebooks, online homework, and study tools Cengage has to offer—learn how it works for you and your students. Second: Experience the ease of using OpenNow, the new OER product that takes the headache out of finding and supporting OER content. Attendance is optional.

Guided Project Time**1:30-3:30**

Various Rooms

Participants will use this time to work on their projects. Please coordinate with your track leader.

TUESDAY, MAY 8

Coffee and Conversation

8:30-9:00

CB1-104

Concurrent Sessions

9:00-9:50

- B1 New Course Modality for High Quality Learning Experiences at Scale: Active Learning Reduced Seat Time** CB1-103

Cameron Ford and Jeff Reinking, College of Business Administration; Baiyun Chen, Corrinne Stull, and Jessica Tojo, Center for Distributed Learning

Faculty members in the College of Business Administration are currently working with the Center for Distributed Learning to redesign their core courses from an RV (lecture capture) modality to a new RA (Active Learning Reduced Seat Time) modality, which will combine required face-to-face sessions in an active learning classroom with web-based learning technologies such as adaptive learning courseware. Since Fall 2017, eight large-enrollment Business core courses have been redesigned and delivered in this new format. In this session, RA faculty members and instructional designers will share lessons learned from this pilot initiative and discuss implementation procedures and challenges.

- B2 Collaboratively Exploring Access and Course Design** CB1-212

Adam Meyer and Brad Held, Student Accessibility Services

Student Accessibility Services (SAS) greatly values feedback and insight from faculty as we work together to facilitate course access. This session will explain an extended-time-accommodation change, discuss the use of audio notetaking technology being introduced at UCF, and explore access and active learning at an introductory level. SAS representatives will share thoughts on these issues and welcome feedback on these and other classroom access/disability matters.

- B3 The Future of the Book: Scholarly Publishing in a Digital Age—How University Presses are Reacting and Adapting** CB1-122

Meredith M. Babb, Director, University Press of Florida

Within the scholarly communications ecosystem, scholarly publishers are a keystone species. While the mission of scholarly publishers has remained unchanged, in recent years the landscape in which they carry out this mission has altered dramatically, threatening the survival of the species.

- B4 Integrating Mobile Engagement for Fun Learning in the Classroom** CB1-307
Carlos Valdez, College of Business Administration
During this presentation participants will learn how to use and incorporate three mobile apps in their classrooms: Arkaive, Socrative, and Kahoot! Arkaive helps faculty to record attendance; Socrative to create quizzes, team evaluations, competitions, and short questions; and Kahoot to have team and classroom competitions.
- B5 Creating High-Impact Courses, Part 2: Innovative Syllabi and Assignments** CB1-105
Peter Telep, College of Arts and Humanities; Jill Viglione, College of Health and Public Affairs; Anna Jones, Quality Enhancement Plan; and Kevin Jardaneh, Undergraduate Research
In Fall 2018, UCF will introduce two new High-Impact Practice (HIP) course designations to help faculty highlight their research-intensive and integrative-learning courses and to provide easier ways for potential students to seek out high-impact experiences. In part one of this two-part series (see session A3 for part one), faculty will participate in a hands-on workshop to prepare their syllabi for one of the new HIP course designations (Research-Intensive or Integrative-Learning Experience).
- B6 Integrating Reflection into Service-Learning** CB1-109
Laurie Uttich, College of Arts and Humanities
Reflection transforms experiences into learning and provides students with the opportunity to synthesize their personal and academic philosophies. This workshop will discuss how to lead students to deeper levels of understanding through guided weekly reflection exercises as well as end-of-the-semester introspective projects that benefit both the student and the agency.

(B sessions continued on next page.)

B7 Using Writing-to-Learn Assignments to Maximize Student Learning and Minimize Faculty Grading Time CB1-119

Pavel Zemliansky, Steffen Guenzel, and Dan Martin, College of Arts and Humanities

Writing studies research shows that well-designed writing-to-learn assignments can be powerful tools in helping students learn the body of disciplinary knowledge as well as critical thinking, teamwork, and other important skills. Writing-to-learn assignments are typically fairly short and informal tasks which ask students to think through a problem, respond to a lecture or a reading, or apply existing knowledge to new situations. Typically, such assignments do not require lengthy or detailed grading because their purpose is learning, not formal communication in a discipline. This presentation will provide the audience with a rationale and methodology for designing, responding to, and assessing writing-to-learn assignments. This presentation will be particularly useful to faculty who teach large face-to-face, mediated, and online courses.

B8 Implicit Bias and Microaggressions: Their Effect on the Workplace (Double Session—ends at 11:15) CB1-318

Myron R. Anderson, Metropolitan State University of Denver

Myron Anderson serves Metropolitan State University of Denver as the Associate to the President for Diversity and Professor in the School of Education. A member of the president's cabinet, Anderson is the university's Chief Diversity Officer responsible for developing an inclusive campus and articulating and resolving current and future issues related to diversity. He is responsible for investigating complaints and mediating fair settlements between aggrieved faculty, staff, and students throughout the university. In addition, Anderson identifies campus climate trends and is responsible for developing a strategic vision across all academic and administrative units to establish strategies for resolution of campus climate issues.

The goal of this session is to lay a framework for inclusive excellence and further understand the physical, psychological and environmental effects of implicit bias and micro-aggressions in the workplace. This interactive session defines implicit bias and identifies the connection to microaggressions. Research will be shared that uncovers micro-aggressions (including role, hierarchy, gender and race) and how they contribute to a toxic workplace. In addition, this session will engage participants in identifying micro-aggressions in their respective environments and then work collaboratively to develop strategies to address and remove them from the workplace.

Plenary Presentation

10:00–11:15

Final Selection: UCF Collective Impact Community Challenge Forum

CB1-121

Lisa Jones and Howard “Rocky” Blesso, Academic Affairs

UCF is committed to developing and leading a major initiative that draws upon the unique strengths and assets of the institution and our partners to achieve measurable improvement in a significant local problem that also has national or global implications and can be scaled for greater impact. During this session, you will hear five short presentations from the finalists, and you will vote to help select the project that receives the UCF Collective Impact Community Challenge designation. The presenters are:

1. John Bersia, Global Perspectives, and Francis Bok, Center for the Study of Human Trafficking and Modern Slavery,
2. Janet McIlvaine, Florida Solar Energy Center,
3. Hon. Bob McDonald, 8th U.S. Secretary of Veteran Affairs and former CEO of Proctor & Gamble, and Thomas Sanchez, CEO & Founder of McCormick Research Institute,
4. Judy Simms-Cendan, College of Medicine,
5. Keri Watson, College of Arts and Humanities.

Concurrent Sessions

11:30–12:20

C1 Exploring Active Learning Strategies Through Programmable Content

CB1-205

Zachary Berry, Francisca Yonekura, and Ian Turgeon, Center for Distributed Learning; Zhongzhou Chen, College of Sciences; and Anna Turner, Faculty Center for Teaching and Learning

Join the presenters as they share their ideas and lessons learned on strategies to engage students in active learning using Obojobo’s programmable content capabilities. A demonstration of the tool in the context of modular STEM and other academic content will be provided. Participants will be invited to engage in a conversation and brainstorming of desired features in facilitating active learning.

C sessions continued on next page.

C2 Starting Backward Design from the Middle: Deriving DIQs from Existing Assignments CB1-103

Kelvin Thompson, Center for Distributed Learning

Proponents of Backward Design (Wiggins and McTighe, 1999) advocate a curriculum design process that begins with a consideration of the skills and understanding students must demonstrate at the end of the course. However, course redesign can also begin with existing assignments that are particularly effective. Deriving dilemmas, issues, or questions (DIQs; also see session E1) from such assignments jump starts the process of course (re)design. In this session participants will review examples of this “starting from the middle” approach and will identify their own assignments to use. All participants will receive written examples, worksheets, and links to online support tools as take-aways.

C3 The Fulbright-Hays Group Projects Abroad Program: A UCF Curriculum Development Project CB1-212

Alla Kourova, Anna Lillios, and Florin Mihai, College of Arts and Humanities; Houman Sadri, College of Sciences; Irina Pidberejna, Undergraduate Research; Barry Morris and Monica Fishkin, UCF Global; and Wendy Howard, Center for Distributed Learning

The Fulbright-Hays Group Projects Abroad Program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty engaged in a common endeavor. In this session we will describe our curriculum development project called “Building Bridges with Language and Culture in Russia.” This year’s Fulbright participants <<https://projects.cah.ucf.edu/bridges/>> will share their process for writing a successful proposal, their goals for impacting UCF students and faculty, and some exciting details about their upcoming thirty-day trip to Russia.

C4 Big Data and Student Success CB1-122

Ryan Goodwin, Office of the President; Melody Bowdon, Division of Teaching and Learning; Haiyan Bai, College of Education and Human Performance; Ivan Garibay, Adan Vela, and Sumit Kumar Jha, College of Engineering and Computer Science; Jackie Chini, College of Sciences; and Albert Xinliang Liu, College of Health and Public Affairs

Predictive Analytics Innovation Fellows will share progress and findings from research projects that use big data to study student learning, success, retention, and graduation.

C5 Community-Based Research, Integrative Learning, and Civic Engagement CB1-105

Nicole Gelfert, Burnett Honors College; Linda Walters, College of Sciences; and Megan Nickels, College of Education and Human Performance

In Fall 2017, the Burnett Honors College awarded five QEP micro-grants to support faculty members in developing and implementing community-based research projects. This session will offer an overview of the program followed by a panel discussion with faculty recipients who led projects this year.

C6 Pitfalls in Experiential Learning and How to Avoid Them CB1-109

Jason Jude Smith, Experiential Learning

Can that internship be unpaid? What happens if my student gets injured while they are engaged in service-learning? What do I do when my student's supervisor refuses to fill out our required evaluation? These are all questions faculty have asked. In this session the director of Experiential Learning will answer the tough questions and provide some tips on how to avoid sticky situations with students, employers, and community partners. This session will include time for attendees to ask questions specific to their program's own experiential learning offerings.

C7 Assessing Student Writing: Opportunities, Pitfalls, and Time-Saving Techniques CB1-119

Pavel Zemliansky, Steffen Guenzel, and Dan Martin, College of Arts and Humanities

Assessing student writing is a necessity grudgingly accepted by most instructors. Many teachers in the disciplines outside of writing studies tend to focus their assessment of student writing on grammar, citation style compliance, and other surface features over issues of content, organization, or rhetorical effectiveness of student writing. Many teachers create elaborate rubrics for their assignment and spend countless hours assigning points to various elements of their students' papers. Occasionally, faculty confuse writing assignment sheets with rubrics thinking that a rubric is all that is needed for assigning writing. This presentation will cover basics of writing assessment theory, covering different kinds of rubrics that can be constructed and discussing the relative benefits of rubric-based vs. holistic methods of assessing writing. We will provide strategies for effective and quick assessment of student writing in a variety of courses, including large F2F, mediated, and online courses.

Lunch

12:30-1:20

Lunch on Your Own

Bring your lunch and work with groups, or purchase lunch at any of the on-campus restaurants that are open in the Student Union. Offerings are also available near the CFE Arena.

Guided Project Time

1:30-3:30

Various Rooms

Participants will use this time to work on their projects. Please coordinate with your track leader.

Fulbright-Hays Russian Partnership Orientation

3:30-6:00

CB1-205

Alla Kourova, College of Arts and Humanities; Barry Morris, UCF Global; and Irina Pidberejna, Undergraduate Research

Would you consider a program partnership with a Russian university? Are you already involved in international partnerships and looking to improve your program structure? Come join the Fulbright-Hays Group Projects Abroad orientation program! During the orientation program you will learn about the necessary skills to develop a pre-departure Fulbright orientation and about important cross-cultural skills to incorporate into your future projects. Fulbright participants will share cultural information about Russia that they learned during the course of the year in addition to a lecture on Russian history, traditions, and values.

WEDNESDAY, MAY 9

Coffee and Conversation

8:30–9:00

CB1-104

Concurrent Sessions

9:00–9:50

D1 **Supporting Student Learning About Civic Health** CB1-103

Shena Parks, Lou Frey Institute; Terri Susan Fine, Lou Frey Institute and College of Sciences; and Beth Nettles, Center for Distributed Learning

This presentation will provide an overview of the development of short, online modules that instructors may incorporate into their courses as a way to introduce students to what it means to live in a civically healthy democracy and how their participation in it, such as voting, plays an important role. The modules being developed will take students 30–60 minutes to complete, can be readily downloaded into any course, may be used to fulfill the required graded assessment during the first week of class, and will support the university's civic literacy initiative by promoting data analysis and information literacy.

D2 **"Should Be Present to Win": Preparing Your Packet for the Dziuban Award** CB1-212

Facilitator: Kelvin Thompson, Center for Distributed Learning

Panelists: Alisha Janowsky, Amanda Groff, and Rick Brunson, College of Sciences

Join members of the Dziuban Award Faculty Review Committee for a moderated panel discussion of what constitutes an outstanding submission for this prestigious online teaching award. The Dziuban Award for Excellence in Online Teaching recognizes one outstanding UCF faculty member who has recently taught a "High Quality" online (W) course.

D3 **Jump Start Your Writing** CB1-122

Facilitator: Ann Miller, College of Sciences

Panelists: Keri Watson, College of Arts and Humanities; Yael Zemack-Rugar, College of Business Administration; and Elsie Olan, College of Education and Human Performance

Many faculty members juggle the demands of teaching with a requirement or desire to write and publish. This session focuses on practical steps faculty can take to move existing data expeditiously from languishing at the bottom of the "to do list" to journal submission. Panel members from a range of departments will present their personal experiences as well as findings from literature about workable steps to take.

(D sessions continued on next page.)

D4 Let's Be Clear... Title IX is for Faculty and Staff, Too CB1-307

Abigail Malick, Office of Institutional Equity; Mary Zuchovicki, Office of Student Rights and Responsibilities

As the news is covering #MeToo, #TimesUp, and Title IX, let's be clear about Title IX at UCF. Please join us in a conversation about resources and reporting options for our administrators, faculty, and staff members. Let's Be Clear is a campus-wide campaign to promote a safe campus for all, while also highlighting reporting options.

D5 Helping Students Develop a Fabulous Elevator Pitch CB1-105

Lisa Peterson, College of Arts and Humanities

We are all so much more than our résumés. When students craft elevator pitches, they not only “fill in the gaps” on their résumés for potential employers, they also learn how to tell their stories in concise and compelling ways. Students can adapt these skills for various situations, such as competing for a job in an on-camera Skype interview or giving a taped presentation. This session discusses theater- and film-inspired strategies that can be adapted to any major to help students create fabulous elevator pitches and gain the confidence to talk about themselves.

D6 Internship Tips CB1-109

Igor Volkov, Experiential Learning

This presentation will focus on key components of internships in Experiential Learning at UCF. We will take a look at common practices, discuss advising and building relationships with both students and employers, as well as examine website resources and the Handshake online platform.

D7 The Journey to Equity and Inclusivity in the Classroom CB1-318
(Double Session—ends at 11:15)

Myron R. Anderson, Metropolitan State University of Denver

The goal of this session is to understand the impact of inclusive excellence in the 21st-century classroom. This interactive session defines cultural competence and the intersections of biases, cultural identity, and microaggressions in the classroom environment. In addition, this session will look at equity pedagogy and engage participants in identifying classroom biases and working collaboratively to develop strategies to be more culturally responsive, thus promoting equity and inclusivity in the classroom.

Concurrent Sessions

10:00–11:15

- E1 Using Dilemmas, Issues, and Questions to Frame Learning** CB1-103
Julia Metzker, Executive Director, Brown Center for Faculty Innovation and Excellence—Stetson University
 Flint Water Crisis | Fake News | Data Security
 These are examples of Dilemmas, Issues, or Questions (DIQs) that could be used to frame a course or a module within a course. DIQs don't replace content, they enhance it and provide students with a reason to learn discipline-specific facts, models, concepts, and practices. Participants will explore using cross-disciplinary, complex questions to frame curriculum modules or courses and how marketable knowledge and skills that students develop from this work prepare them for life and work in a global society.
- E2 New Syllabus Policy Focus Group** CB1-122
Eric Main, Faculty Center for Teaching and Learning; Kelvin Thompson, Center for Distributed Learning
 Faculty are invited to learn about UCF's new syllabus policy and its updated guidelines. Because CDL and FCTL provide direct support for faculty members regarding syllabi and Webcourses tools, we are asking for your advice about workshops and training that might be needed as well as the best way to communicate our support to all faculty.
- E3 Faculty Multimedia Center Focus Group** CB1-202
Lauren Beal, Office of Instructional Resources
 Come talk about the future of the Faculty Multimedia Center and what technologies you would like to see offered in that space. We will share our ideas and would love to hear yours as well about what would be the most beneficial for you and your courses.
- E4 Integrative Learning Across the Disciplines** CB1-105
Stephanie Krick, College of Health and Public Affairs; Elizabeth Horn, College of Arts and Humanities; and Megan Sherod, College of Sciences
 The QEP has sponsored a number of projects that have enhanced integrative experiences across campus. In this session, a panel of faculty from Psychology, Public Relations, and Theatre will present on their QEP-funded integrative-learning projects including a) restructuring the curriculum in order to provide new high-impact opportunities for majors, b) connecting UCF students with members of the neuro-atypical community, and c) creating community at UCF through digital storytelling.

(E sessions continued on next page.)

E5 Internships and Civic Engagement with Nonprofits

CB1-109

Chinyen Chuo, Experiential Learning; Danny Seigler, College of Health and Public Affairs

In this presentation, we will share our experience in working with the nonprofit sector. We will present internship analytics on student and employer participation. You will hear from faculty, students, employers, and civic volunteers. We will discuss the benefits and challenges of working with nonprofits and other community partners.

Concurrent Sessions

11:30-12:20

F1 A Faculty Webcourse as Administrative Hub: Adapting Online Course Design to Serve Department Needs

CB1-103

Amy Darty, College of Arts and Humanities

As departments face increasing responsibilities for administrative and academic needs across a spectrum of students, course modalities, teaching faculty, service, and research requirements, the development of a Faculty Webcourse as a hub for hosting information and promoting access to department-specific content and resources can streamline the process. The continuous access portal which enables 24/7 connectivity to department content and resource sharing has served the History Department for over five years. Originally conceived as a resource for faculty teaching GEP courses only, it has evolved to provide more enrichment and includes all of our faculty from tenured professors to adjuncts, with the addition of graduate teaching assistants in the last two years. Join me for a discussion of the development process and a visual tour through our History Faculty Webcourse.

F2 Free Up Your Class! Course Redesign through Textbook Affordability

CB1-307

Anna Turner, Faculty Center for Teaching and Learning; Aimee deNoyelles and John Raible, Center for Distributed Learning; and Penny Beile, Rich Gause, and Sarah Norris, UCF Libraries

In this workshop, you will learn about three textbook affordability models that have saved UCF students money. You will also review your course content with the purpose of identifying high-quality resources that achieve pedagogical goals and that could potentially lower the cost of your course materials. You are strongly encouraged to bring your syllabus and current textbook to the workshop, but it is not necessary for participation. By the end of this interactive session, you will have worked on your redesign and will leave with next steps for using more affordable resources in your course.

F3 Using the UCF Quality Course Review Instrument to Improve the Online Learning Experience CB1-202

Amanda Major, Anchalee Ngampornchai, and Corrinne Stull, Center for Distributed Learning

In this hands-on workshop, participants will be introduced to UCF's Quality Online Course Review process, its alignment with the state quality initiative, and its many benefits. Participants will then engage in an informal review of an online course section of their choosing using the Quality Course Review instrument, with instructional designers present to address any questions. Finally, participants will reflect on their individually reported course strengths and areas for improvement. This is an ideal opportunity to identify tangible ways to enhance the design of online courses, as well as to gauge readiness for a formal Quality Online Course Review.

F4 QEP Transfer Student Success Workshop Series CB1-105

Jason Dodge, Transfer and Transition Services; Alisha Janowsky and Christa Diercksen, College of Sciences; Caroline Pratt-Marrett, College of Education and Human Performance

In Spring 2018, the Office of Transfer & Transition Services partnered with the QEP to offer a five-part faculty workshop series on transfer student success. Over the course of the semester, 14 faculty, representing 10 majors, had an opportunity to interact with faculty, staff, students, and DirectConnect partners to develop innovative ways to address transfer student success. During this panel session you will hear from three of the academic programs represented within the series and learn about their experience and the program innovation they developed.

F5 Online Service-Learning Courses CB1-109

Leandra Preston-Sidler, College of Arts and 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.

F6 Coordinating Career Goals and Responsibilities with Life Events CB1-309

Linda Walters, Center for Success of Women Faculty; Michele Gill, College of Education and Human Performance; Damla Turgut, College of Engineering and Computer Science; Ilenia Colón Mendoza, College of Arts and Humanities; and Shannon Carter, College of Sciences

In this panel presentation and follow-up discussion, a group of accomplished faculty with diverse experiences will share their stories and, in some cases, research about coordinating career plans with expected and unexpected life events.

Lunch

12:30-1:20

Lunch on Your Own

Bring your lunch and work with groups, or purchase lunch at any of the on-campus restaurants that are open in the Student Union. Offerings are also available near the CFE Arena.

Guided Project Time

1:30-3:30

Various Rooms

Participants will use this time to work on their projects. Please coordinate with your track leader.

Fulbright-Hays Russian Partnership Orientation

3:30-6:00

CB1-205

Alla Kourova, College of Arts and Humanities; Barry Morris, UCF Global; and Irina Pidberejna, Undergraduate Research

Would you consider a program partnership with a Russian university? Are you already involved in international partnerships and looking to improve your program structure? Come join the Fulbright-Hays Group Projects Abroad orientation program! During the orientation program you will learn about the necessary skills to develop a pre-departure Fulbright orientation and about important cross-cultural skills to incorporate into your future projects. Fulbright participants will share cultural information about Russia that they learned during the course of the year in addition to a lecture on Russian history, traditions, and values.

THURSDAY, MAY 10

Track/Cohort Meetings

9:00–11:00

FCTL track: meet in CB2-Atrium

All other tracks: meet with your track/cohort leader in the same room as on Monday at 9:00 a.m. (listed on pages 1–2).

Reception in Classroom Building 2 Atrium/Patio

11:00–12:00

All Summer Conference participants are invited for refreshments.

NOTES

NOTES

Use the Twitter hashtag **#UCFSFDC2018** to tweet information relating to the Summer Faculty Development Conference.

Thanks to our sponsor



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