



**Summer  
Faculty  
Development  
Conference**

**May 9-12**

**2016**

Use the Twitter hashtag **#UCFSFDC2016** to tweet information relating to the Summer Faculty Development Conference.

Conference at a Glance

	<b>Monday, May 9</b>	<b>Tuesday, May 10</b>	<b>Wednesday, May 11</b>	<b>Thursday, May 12</b>
<b>8:00–8:30</b>	Coffee and conversation	Coffee and conversation	Coffee and conversation	Coffee and conversation
<b>8:30–9:30</b>	Track/Cohort Meetings Registration in track rooms	Concurrent sessions	Concurrent sessions	Track/Cohort Meetings and poster preparation (8:30-10:30)
<b>9:45–11:00</b>	Keynote Presentation CB1-104	Concurrent sessions	Plenary COACHE Panel	Showcase in Student Union Key West Ballroom (10:45-12:00)
<b>11:15–12:15</b>	Concurrent sessions	Concurrent sessions	Concurrent sessions	
<b>12:15–1:15</b>	Lunch on your own	Lunch on your own or Lunch-and-Learn Panel in CB1-104	Lunch on your own or Lunch-and-Learn by Turning Technologies in CB1-104	
<b>1:15–2:15</b>	Sessions/Project Time	Sessions/Project Time	Sessions/Project Time	
<b>2:30–3:30</b>	Project Time	Project Time	Sessions/Project Time	

# MONDAY, MAY 9

## What's Next: Integrative Learning for Professional and Civic Preparation

Welcome to the 2016 UCF Summer Faculty Development Conference. The vision of *What's Next* is that UCF undergraduates will graduate with integrative learning experiences that foster important cross-cutting, transferable knowledge and skills; that our students will graduate with the ability to persuasively articulate and demonstrate their skills; and that they will develop the capacity to transfer their skills and intentional learning strategies to new contexts. Consequently, graduates will be able to successfully enter and participate in the next steps of their professional and civic lives.

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

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

All participants are expected to attend the morning sessions. You may choose to attend afternoon sessions or use that time to meet in open rooms in CB1 to work on your projects.

**Coffee and Conversation** 8:00–8:30

CB1-104 foyer

**Track/Cohort Meetings and Registration** 8:30–9:30

Curriculum Mapping and Program Assessment CB1-205

*Melody Bowdon, Executive Director, Faculty Center*

*Patsy Moskal, Associate Director, Research Initiative for Teaching Effectiveness*

Course Design/Course Assessment CB1-220

*Eric Main, Associate Director, Faculty Center*

Active Learning CB1-307

*Anna Turner, Instructional Specialist, Faculty Center*

*Aimee deNoyelles, Instructional Designer, Center for Distributed Learning*

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Quality Enhancement Plan	CB1-103
<i>Anna Maria Jones, Director, What's Next, Quality Enhancement Plan</i> <i>Hank Lewis, Coordinator, What's Next, Quality Enhancement Plan</i>	
Service-Learning/Experiential Learning	CB1-109
<i>Amy Zeh, Assistant Director, Office of Experiential Learning</i>	
Center for Success of Women Faculty	CB1-117
<i>Linda Walters, Director, Center for Success of Women Faculty</i> <i>Fran Ragsdale, Administrative Assistant, Center for Success of Women Faculty</i>	
Writing Across the Curriculum	CB1-119
<i>Pavel Zemliansky, Director, Writing Across the Curriculum</i>	
Diversity and Inclusion	CB1-218
<i>Barbara Thompson, Associate Director, Office of Diversity and Inclusion</i>	
Student Development and Enrollment Services	CB1-308
<i>Stacey Malaret, Director, LEAD Scholars Academy</i>	

**Metacognition: The Key to Lifelong Integrative Learning**

CB1-104



Dr. Saundra Yancy McGuire is the Director Emerita of the nationally acclaimed Center for Academic Success and a retired Assistant Vice Chancellor and Professor of Chemistry at Louisiana State University. She is an elected fellow of the American Association for the Advancement of Science, the American Chemical Society, and the Council of Learning Assistance and Developmental Education Associations. Prior to joining LSU in August 1999, she spent 11 years at Cornell University, where she was

Acting Director of the Center for Learning and Teaching and recipient of the coveted Clark Distinguished Teaching Award. She received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring in a White House Oval Office Ceremony.

Dr. McGuire has been teaching chemistry and working in the area of learning and teaching support for over 40 years and has delivered keynote addresses and presented at student and faculty development workshops at over 200 institutions in 40 states and six countries. Her work has been published in *Science*, *The Journal of Chemical Education*, and *New Directions for Teaching and Learning*. Her latest book, *Teach Students How to Learn*, was published in 2015 by Stylus.

She received her B.S. degree, *magna cum laude*, from Southern University in Baton Rouge, LA, her master's degree from Cornell University, and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise. She is married to Dr. Stephen C. McGuire, a professor of physics at Southern University. They are the parents of Dr. Carla McGuire Davis and Dr. Stephanie McGuire, and the doting grandparents of Joshua, Ruth, Daniel, and Joseph Davis.

**SESSION DESCRIPTION:** Twenty-first-century students come to the university with widely varying academic skills, approaches to learning, and motivation levels. Faculty often lament that students are focused on achieving high grades, but are not willing to invest much time or effort in learning. Many have not developed strategies for understanding and applying concepts that are necessary for success in college, in careers, and in life. This session will provide interactive reflection activities to allow participants to experience strategies that significantly improve integrative learning while transforming student attitudes about the meaning of learning.

## Concurrent Sessions

11:15–12:15

- A1 Curriculum Mapping Workshop** CB1-205  
*Melody Bowdon, Faculty Center; and Patsy Moskal, Associate Director, Research Initiative for Teaching Effectiveness*  
 Curriculum mapping is a strategy for aligning program-level expectations and instructional practices. It helps faculty identify, schedule, and assess key components of the curriculum, including diversity outcomes or Gordon Rule requirements. This session will help you get started on creating a curriculum map and applying it to support your program assessment.
- A2 Increasing Student Motivation: Strategies that Work** CB1-103  
*Saundra McGuire, Center for Academic Success*  
 Motivating today's students to actively engage in learning activities proves challenging for most faculty. Very often millennial students do not respond, as did students in the past, to extrinsic motivators such as bonus quizzes and extra-credit assignments. However, as James Raffini presents in *150 Ways to Increase Intrinsic Motivation in the Classroom*, when the psychoacademic needs of students are met in creative ways, student motivation soars. This presentation will engage faculty in a discussion of addressing student needs for autonomy, competence, relatedness, self-esteem, and enjoyment in order to significantly increase student motivation.
- A3 Grounded Designs for Online and Hybrid Learning** CB1-220  
*Atsusi (2c) Hirumi, College of Education and Human Performance*  
 Sometimes, with little time, training, or resources, educators come to rely on what they know best—that is, the use of teacher-directed instructional methods and materials. As a result, online and hybrid courses often continue to mimic correspondence models of distance education, concentrating on the transmission of information rather than on the cycle of knowledge acquisition, critical evaluation, and knowledge validation that is vital to higher-order thinking. During this seminar, participants will examine a variety of learner-centered instructional strategies, apply a framework for grounding the design of online and hybrid coursework, and discuss when teacher-directed and learner-centered methods are both feasible and appropriate.

Please bring to the workshop a list of goals and objectives as well as any available materials for a specific course and/or unit of instruction.

- A4 Exploring Open and Low-Cost Alternatives to the Traditional Textbook** CB1-105  
*Aimee deNoyelles and John Raible, Center for Distributed Learning; Penny Beile and Rich Gause, John C. Hitt Library*  
 With ever rising textbook costs and pending college affordability legislation, the conversation about the use of open educational resources has grown louder. Attend this session to learn about the changing textbook environment and how instructors at UCF are saving students' money through the use of open, library-sourced, or low-cost course materials. Specifically, an instructor's experience of giving students multiple options for textbooks is explored.
- A5 Service-Learning: An Introduction** CB1-109  
*Amy Zeh, Director, Office of Experiential Learning*  
 This session is 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.
- A6 What SHE Said: Language and Cultural Barriers in the Ivory Tower** CB1-117  
*Wanda Raimundi-Ortiz, College of Arts and Humanities*  
 Performance artist Wanda Raimundi-Ortiz's keynote "lecture" uses academic jargon outside of its intended context while wearing academic robes constructed from appropriated materials (including repurposed regalia). Through this strategy she targets the assumption that all academics are thoroughly groomed for academic culture. Academia has an independent class system in which its vernacular often becomes an alienating factor to those who come within its scope. What, then, happens to the nature of inclusivity and diversity in academia? Due to the surge of college students from a variety of backgrounds, there is an interest in recruiting faculty members who reflect the needs of those communities. However, there is a disconnect between the ivory tower and everyone else.

### Lunch on Your Own

12:15-1:15

Bring your own lunch and work with groups, or purchase lunch at any of the on-campus restaurants that are open in the Student Union: Domino's, Joffrey's Coffee, Mrs. Fields Bakery, Qdoba, Smoothie King, Subway, and Wackadoo's Grub and Brew. Offerings are also available near the CFE Arena.

### Book Signing

12:45-1:10

Sandra McGuire's latest book, *Teach Students How to Learn*, will be available for purchase in CB1-207, and she will use this time to sign copies.

## Concurrent Sessions/Project Time

1:15-2:15

**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 following sessions.

**B1 Universal Design for Learning and Digital Media Accessibility** CB1-220

*Rebecca Hines, College of Education and Human Performance; and Brad Held, Accessible Technology Coordinator, Student Accessibility Services*

Universal Design for Learning (UDL) and accessible content creation allows for UCF Faculty to be more inclusive while also adding meaningful layers for all learners. Students today are learning in mixed modalities that require a wide range of technology while all having different learning needs. This session will explore the theory and application of UDL, and address compliance requirements for digital course content.

Actual instructional examples from UCF courses will be provided on how to create multiple means of expression, representation and engagement. Opportunities to learn tips and best practices for designing accessible media will also be made as we consider the question, “How can I ensure that all students can access my instruction?”

**B2 Collaborative Learning for Higher-Order Thinking** CB1-307

*Anna Turner, Faculty Center*

Collaborative learning can be used to integrate valuable team-building and critical-thinking skills, but it can also be difficult to design activities to keep students accountable for this type of learning. In this session, we’ll discuss a variety of teaching methods and activities suitable for collaborative learning. We’ll learn how to implement strategies effectively, including how to design assignments, scaffold assignments throughout the semester, manage teams, and evaluate assignments and teamwork.

**B3 Strategies for Effectively Mentoring 21st-Century Students** CB1-103

*Sandra McGuire, Center for Academic Success*

Effective mentoring has long been recognized as important for success in professional and academic environments. However, mentors are seldom provided the training to ensure that the mentoring relationship will be most beneficial to the protégé and to the mentor. This interactive workshop will discuss strategies for effective mentoring of today’s students, and will contrast the behaviors of masterful versus misguided mentors. Additionally, techniques for producing proactive versus problematic protégés will be discussed.



**B4 Teaching Calculus Using Student-Centered Strategies**

CB1-105

*Lori Dunlop-Pyle, Patrick Higgins, and Piotr Mikusinski, College of Sciences*

As part of an NSF grant we integrated student-centered teaching strategies into our Calculus I, II, and III courses after completing a six-week summer workshop about these proven techniques. We each chose our own strategies based on the structure of each course, the needs of the students, and our preferences. After two semesters of implementing these strategies we will discuss the changes we made, what we observed, and what we would change for the future.

**B5 The UCF Residential Curriculum**

CB1-308

*Anne Stark, Residence Life and Education*

Anne Stark, Director for Residence Life and Education, will speak on the new residential curriculum for students living on campus. What do we want students to learn as a result of their choice to live on campus during their first year at UCF? This was the question that led to the development of a strategic approach to residence life on campus. Gone are the days of large-scale programming where student leaders and resident assistants serve pizza to those in attendance. Rather, the residence life team will craft experiences designed to meet a set of learning outcomes in the residence halls. This paradigm shift to residence life on campus should decrease conduct violations and increase retention and GPA. UCF's residential curriculum will launch in Fall 2016.

**Project Time**

2:30-3:30

**Project Time**

Various Rooms

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

## TUESDAY, MAY 10

### Coffee and Conversation

8:00-8:30

CB1-104

### Concurrent Sessions

8:30-9:30

- C1 ACTION! Theatre Strategies for Active Learning** CB1-307  
*Elizabeth Brendel Horn, College of Arts and Humanities*  
Learn the parallels between active-learning strategies and acting exercises in this on-your-feet workshop, designed to illustrate nonthreatening ways in which a facilitator (regardless of past theatre training) can integrate theatre in the classroom to encourage students to analyze, reflect on, and more deeply connect with a narrative text.
- C2 Getting Students to Connect and Reflect: Capstone and e-Portfolio** CB1-103  
*Susan Jardaneh, College of Undergraduate Studies*  
In this session we will discuss strategies for developing and making practical use of e-portfolios in the classroom. e-Portfolios have become an integral component of the Cornerstone and Capstone courses within UCF's Interdisciplinary Studies program. This session will discuss how our students design their e-Portfolios to make connections between what they are learning and what their audience will find valuable through reflection, revision, and mindfulness of their audience.
- C3 How to Create and Maintain Successful Service-Learning Group Projects** CB1-109  
*Geraldine Luzincourt, College of Nursing*  
Are you thinking of or currently working with student groups in your classroom? Join us to see how the Community Nursing Coalitions (CNCs) in the College of Nursing have successfully implemented and maintained ongoing community programming through student group work. We'll also discuss how to maintain ongoing relationships with community partners.

- C4 Mentoring Best Practices, Part I: How to Be a Good Mentor** CB1-117  
*Katy Dickinson, President/Founder, Mentoring Standards*  
 Mentoring is a top methodology that is particularly effective at promoting development, advancement, and productivity. From this presentation, faculty who want to be better mentors will learn about best practices and hear practical examples of how mentoring works. Also to be addressed are how mentoring is different from coaching and sponsorship, best practices for mentees, and how developing a culture of mentoring can strengthen the whole university community.
- C5 Webcourses@UCF Update Tour** CB1-219  
*Elisabeth Greenwood, Center for Distributed Learning*  
 Beginning Summer 2016, Webcourses@UCF will have a new look. The new user interface will retain all of the functionality of the current Webcourses@UCF and provide a sleek, modern interface by restructuring the Dashboard and Global Navigation Menu. Get a detailed preview of the new layout along with a tour of new and improved features, and a “tips-and-tricks” refresher for the new term.

### Concurrent Sessions

9:45-11:00

- D1 Designing Learning Outcomes and Competency Statements** CB1-307  
*Alice Noblin, College of Health and Public Affairs; and Eric Main, Faculty Center*  
 Many UCF faculty members need to create or revise “learning outcome statements” for their programs and courses, and in many disciplines these statements are called “competencies.” In this session we will clarify some of the language about design and assessment, demonstrate the difference in the scope of the statements for programs and courses, practice aligning statements with Bloom’s levels of educational objectives, and create or improve statements for your course or program.
- D2 UCF-Hillcrest Foreign Language Club Roundtable: The Rewards and Challenges of a Project Geared toward Professional and Civic Preparation** CB1-103  
*Rita DeLuca, Amelia Lyons, Anne Prucha, and Kacie Tartt, College of Arts and Humanities; Lisa Debow, Hillcrest Elementary Parent; Lisa Perez, Hillcrest Elementary Teacher; and Karen Ochoa, Colton Driggers, and Karen Kelly, UCF Student Participants*  
 This session will describe a program in which UCF students work with students at Hillcrest Elementary School, a foreign-language magnet school in Orlando, to provide an after-school opportunity in their chosen target language. We advise the UCF students on the creation and delivery of grade-appropriate curriculum. This is a volunteer program.

**D3 Internship and Employer Partnerships**

CB1-109

*Sandra Macaulay Leon-Barth, Office of Experiential Learning (Moderator); Jacob Scholtz, Office of Research and Commercialization; Janet Stingo, SunTrust Bank; and Mary Thies, The DiSTI Corporation*

Please join us to learn about industry partnerships with the Office of Experiential Learning and the ways these co-educators provide learning experiences for our internship and co-op students. You will learn about the existing structures to make students' internship/co-op experiences successful, how our partners mentor students, and how they work with the Office of Experiential Learning to document student learning.

**D4 Lesson Planning as a Genre: Crafting a SoTL Manuscript**

CB1-119

*Vicky Zygouris-Coe, Elsie Olan, Taylor Wenzel, and Janet Andreasen, College of Education and Human Performance*

In this panel presentation, we share the process of revising key writing assignments in a foundational course (EDG 4410) required across multiple programs in the College of Education and Human Performance. We describe how, through a SoTL study, we investigate the impact of this course revision on redefining the function of lesson plans in our field, both for teacher candidates and practicing educators. Finally, we share the outline and draft of the *Lesson Planning as a Genre* manuscript prepared during our yearlong WAC SoTL project.

**D5 Fulbright Scholars Program**

CB1-107

*Karen Biraimah (Namibia, Kenya, and Malaysia), College of Education and Human Performance (Moderator); Jose Fernandez (Argentina), College of Arts and Humanities; Po-Ju Chen (Austria, Denmark), Rosen College of Hospitality Management; Ann Miller (Uganda), College of Sciences; Christopher Cook (Germany), UCF Study Abroad; Thomas Bryer (Lithuania), College of Health and Public Affairs*

Want to spend a funded year abroad and add to UCF's international prestige? If so, the time to begin your application for the summer deadline is now. Learn from a panel of former UCF Fulbrighters how to successfully apply and what kind of assistance is available to help you with the process. The Fulbright Scholars Program offers teaching, research, or a combination of teaching and research awards in over 125 countries for the 2017-18 academic year. Opportunities are available for college and university faculty members and administrators as well as for professionals, artists, journalists, scientists, lawyers, independent scholars, and many others. In addition to several new program models designed to meet the changing needs of U.S. academics and professionals, Fulbright will be offering more opportunities for multicountry grants through enhanced global and regional awards. Interested faculty members and professionals are encouraged to learn more about the nearly 500 core Fulbright U.S. Scholar opportunities.

Afterward, join us in the lab for a short overview of the Fulbright website followed by time to search for current Fulbright opportunities and ask questions (session E7).

**D6 Share Your Online Teaching Practices with the World!**

CB1-202

*Kelvin Thompson and Baiyun Chen, Center for Distributed Learning*

You are invited to join the Teaching Online Pedagogical Repository (TOPR) writing session and complete a TOPR entry with us. We will meet and brainstorm ideas for 15 minutes and then start writing. Selected entries will be featured in the TOPR Press Release for Fall 2016. Authors of entries completed during the session will be entered into a drawing for a gift card.

TOPR is emerging as a go-to destination for faculty/designers in search of ideas for online and blended courses. Each entry is highly focused on one teaching practice with a solid description, concrete example(s), relevant professional practice or research literature, and key words connecting to other practices. TOPR is available publicly on the web at <http://topr.online.ucf.edu>.

## Concurrent Sessions

11:15-12:15

- E1 Curriculum Mapping Workshop** CB1-205  
*Melody Bowdon, Faculty Center; and Patsy Moskal, Associate Director, Research Initiative for Teaching Effectiveness*  
 Curriculum mapping is a strategy for aligning program-level expectations and instructional practices. It helps faculty identify, schedule, and assess key components of the curriculum, including diversity outcomes or Gordon Rule requirements. This session will help you get started on creating a curriculum map and applying it to support your program assessment.
- E2 Active Learning Overview** CB1-307  
*Anna Turner, Faculty Center; and Aimee deNoyelles, Center for Distributed Learning*  
 Through the theoretical exploration of active learning, we will discuss practical questions such as: What is active learning? What does active learning look like across disciplines? When does active learning work? When doesn't active learning work? How is active learning different across modalities?
- E3 Interview Preparation through Experiential Learning: Creating a Customized Experience for Your Students** CB1-105  
*Iryna Malendevych, College of Health and Public Affairs; and Neal Robinson, Assistant Director, Career Services*  
 Translating one's curricular and co-curricular experiences into thoughtful interview responses is an important component of students' career development. The Department of Criminal Justice and UCF Career Services are collaborating to infuse interview preparation into online, face-to-face, and mixed-mode courses. Students review preparatory modules, complete a customized virtual interview consisting of prerecorded questions, and post their recordings to Webcourses to receive feedback from students and the instructor. Session participants will learn how to integrate interview preparation into their courses using predeveloped modules and Optimal Interview, a virtual, customizable interview platform. Additionally, faculty will share their pedagogical approaches to preparing students for interviews.
- E4 Transformation through Digital Storytelling in the Classroom** CB1-103  
*Lisa Peterson, College of Arts and Humanities*  
 Telling a story with images and sound sharpens one's awareness of who they are and what they value. Perfecting the skill of digital storytelling enables students to create an ongoing narrative about themselves and how they want to portray themselves to the world. By reflecting on how they arrived at where they are, students are able to determine where they want to go and how to communicate that to the world after graduation. This presentation will provide an overview of digital storytelling and how it can be integrated into the classroom.

- E5 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 online classes.
- E6 Mentoring Best Practices, Part II: Mentoring for a Diverse Group** CB1-117  
*Katy Dickinson, President/Founder, Mentoring Standards*  
 Mentoring is a top methodology that is particularly effective at promoting development, advancement, and productivity. From this presentation, faculty will learn about how mentoring can be exceptionally beneficial for women and minorities. Benefits of mentoring and a mentoring culture will be discussed using practical examples. Topics include leadership and career development, productivity, diversity awareness and support, retention improvement, and participant satisfaction.
- E7 Fulbright Lab** CB1-219  
 This will be a hands-on session for participants of the previous Fulbright session (D5) to join us for a short overview of the Fulbright website followed by time to search for current Fulbright opportunities

**Lunch**

12:15-1:15

**Lunch on Your Own**

Please see lunch options from Monday on page 5.

**Lunch-and-Learn: Updates on UCF Initiatives for Student Success**

CB1-104

*William Self, Burnett School of Biomedical Sciences and Provost's Fellow; Jennifer Sumner, Regional Campuses Administration; and Chanda Torres, Student Development and Enrollment Services*

This session will provide updates and seek faculty input on several student success initiatives cosponsored by Academic Affairs, Regional Campuses, and Student Development and Enrollment Services. Lunch will be provided pending earlier RSVP, but all are welcome.

**Concurrent Sessions/Project Time**

1:15-2:15

**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 following sessions.

- F1 Active Learning in Large Classes** CB1-307  
*Enrique Guerra-Pujol, College of Business Administration; and Anna Turner, Faculty Center*  
Although there is no official number that defines a “large” class, it is common for instructors at UCF to encounter enrollments that constrain their pedagogical choices. Whether you teach classes of 100 or 1000 or more, there are certain challenges that hinder active learning when teaching to those numbers. This session will offer insight on common issues facing instructors of large classes, and it will introduce some innovative teaching methods, including options for using BYOD polling to reimagine learning activities for larger classes.
- F2 Three Research-Proven Approaches to Creating and Sustaining Student-Led Effective Online Discussions** CB1-105  
*Aimee deNoyelles, Center for Distributed Learning; and Beatriz Reyes-Foster, College of Sciences*  
Online discussions are frequently used in online courses, but often there are concerns from the instructor about their effectiveness: “the students do not truly engage with each other;” “it seems like too much busy work and not enough learning;” and “the posts are a lot for me to grade.” Attend this session to learn about three research-proven strategies to creating and sustaining effective student-led online discussions.
- F3 QEP Faculty Focus Group: Involving Students in Integrative Learning** CB1-103  
*Anna Maria Jones and Hank Lewis, Office of the Quality Enhancement Plan*  
Join us to share ideas for involving students in integrative learning and provide input to shape the direction of *What’s Next*. We will discuss what has worked at other universities and solicit feedback on future QEP initiatives at UCF.
- F4 The Mental Health Status of Today’s College Students** CB1-308  
*Karen Hofmann, Director, Counseling and Psychological Services*  
Karen Hofmann, Director for Counseling and Psychological Services (CAPS), will speak on the mental health status of today’s college students. Come see how CAPS is meeting the needs of our college students through their programs and services. Participants will learn about generational and cultural influences that affect today’s college students. Participants will also learn about trends and data that illustrate the mental health of today’s college students.



F5 **Video in the Classroom**

CB1-202

*Carrie Moran and Ying Zhang, UCF Libraries; Leandra Preston-Sidler, College of Arts and Humanities; and Mary Dillon, College of Health and Public Affairs*

A group of UCF Library and academic faculty will discuss best practices for using video in the classroom, both online and in person. Librarians will show the different platforms available and some of the details on how to use those videos in online courses. The academic faculty will discuss how they have used video in the classroom.

**Project Time**

2:30-3:30

**Project Time**

Various Rooms

Use this time to work on your projects in the various track meeting rooms or the other rooms open in CBI.

## WEDNESDAY, MAY 11

### Coffee and Conversation

8:00-8:30

CB1-104

### Concurrent Sessions

8:30-9:30

#### G1 **Designing a Syllabus for Academic Integrity**

CB1-220

*Jennifer Wright, Director, Office of Integrity and Ethical Development*

There are many different types of syllabus statements related to academic integrity. In this day and time we need more than just a statement about cheating and consequences regarding grades. We need to include information on collaboration, use of academic websites, plagiarism, cell phone use, acceptable excuses, etc. We will discuss how to develop classroom policies regarding classroom conduct and academic integrity, and how to determine appropriate consequences for infringement. Learn how to present such information in a course syllabus and how to maintain a positive theme of academic integrity throughout the semester.

#### G2 **Stimulating Learner Engagement and Motivation with ARCS**

CB1-105

*Atsusi (zc) Hirumi, College of Education and Human Performance*

To engage and motivate students to learn, coursework must (a) gain and sustain their Attention, (b) be Relevant to their needs and interests, (c) foster Confidence in their ability to learn and perform, and (d) Satisfy their expectations. During this one-hour seminar, participants will assess the motivational design of their coursework, create a motivational profile of their students, and explore tactics for enhancing learner engagement and motivation in conventional classroom, totally online, and mixed-mode courses by applying the ARCS Model of Motivational Design.

Please bring to the workshop a list of goals and objectives as well as any available materials for a specific course and/or unit of instruction.

**G3 Collaboration in Unexpected Places: Using the UCF College of Business Model to Help Create a Professionalization Course for History Majors** CB1-103

*Dan Murphree, College of Arts and Humanities; and Lonny Butcher, College of Business Administration*

This session is devoted to exploring how collaboration between members of the Department of History and College of Business Administration led to the creation of the history professionalization course titled “History Majors in Society and Careers.” Participants will learn about how the process unfolded and how other departments can pursue collaborations for similar goals.

**G4 Do Internships and Co-ops Lead to Jobs at Graduation? Analysis of Data from First Destination Survey on the Impact of Office of Experiential Learning** CB1-109

*J.T. Ghim, Office of Experiential Learning*

Internships and co-ops have been identified as high-impact practices that are essential to the post-graduation success of undergraduate students. The Office of Experiential Learning works with colleges and departments to provide “learning by doing” opportunities to students with employers and community partners. Join us as we share our analysis and assessment of the impact of experiential learning to post-graduation success utilizing the latest results in the First Destination Survey Data from the Office of Operational Excellence and Assessment Support (OEAS). We are particularly interested in sharing the employment status of students at graduation by college and student characteristics, highlighting the success and impact of experiential learning to participating students and colleges.

**G5 Infant Feeding among Faculty Mothers at UCF** CB1-117

*Shannon Carter, College of Sciences*

There is unanimous agreement among health officials that breastfeeding offers unparalleled benefits to infants and mothers. However, full-time employment is known as a significant barrier to breastfeeding, and few U.S. mothers meet official breastfeeding recommendations. This workshop presents data collected through in-depth interviews with faculty mothers employed at UCF regarding their infant feeding experiences. The data presented will focus specifically on participants’ reports of ways they felt supported for breastfeeding at UCF, barriers to breastfeeding they experienced at UCF, and their recommendations for ways UCF could support breastfeeding.

## G6 Promoting Wellness among Women Faculty of Color

CB1-122

*M. Ann Shillingford-Butler, College of Education and Human Performance*

The challenges experienced by minority female faculty in higher education have been well noted. These challenges may include (a) invisibility, feelings of not being heard or listened to; (b) over-visibility, feelings of being hired as a contribution to the façade of organizational diversity; and (c) alienation and devaluation. These challenges have been found to correlate with increased feelings of anxiety, career dissatisfaction, and burnout, which unfortunately have led to decisions to leave the profession. Holistic balance centered on a wellness framework promotes positive personal and professional experiences. This workshop was originally designed to provide UCF's female faculty with an arena to discuss wellness practices to counter work stressors and potential burnout, but all perspectives are valued and all are welcome to attend this session.

## COACHE Panel

9:45-11:00

CB1-104

During Spring 2015, UCF faculty were asked to complete the COACHE survey, a faculty job satisfaction survey. More than 1,200 full-time instructors, lecturers, tenured, and tenure-track faculty in every college were invited to participate; the response rate for tenured and tenure-track faculty was 47 percent. In Fall 2015, the COACHE Priority Setting Committee reviewed the UCF COACHE results and determined five priority areas for improvement: Appreciation and Recognition, Departmental Leadership, Nature of Work, Personal and Family Policies, and Promotion.

Faculty were recruited to participate on subcommittees focused on each of the five areas and were charged with proposing strategies to strengthen those areas. During this stakeholder session, a brief summary of the results from each of the five priority areas will be shared, however the majority of the session will be devoted to gathering feedback on suggested strategies. Panelists and the subcommittees for which they co-chair include:

- UCF COACHE Co-Lead (Cynthia Young)
- Appreciation and Recognition (Deborah Reinhart)
- Departmental Leadership (Jennifer Kent-Walsh/Fernando Rivera)
- Nature of Work (Debbie Hahs-Vaughn/Daniel Murphree)
- Personal and Family Policies (Linda Walters)
- Promotion (Bill Self)

## Concurrent Sessions

11:15-12:15

- H1 Freedom of Speech on Campus** CB1-205  
*Ann Miller, College of Sciences (Moderator); Yovanna Pineda, College of Arts and Humanities; Kim Voss, College of Sciences; and Gina Naccarato-Fromang and Bonnie Yegidis, College of Health and Public Affairs*  
 In Fall 2015, events in universities across the country raised the issue of freedom of speech and expression on American campuses to public awareness. Students of color argued for safe spaces and challenged cultural appropriation; free-speech advocates argued that bigoted and hateful speech should be met with more speech. This panel seeks to promote discussion about those issues from multiple perspectives including First Amendment rights, media law, the necessity of civility in pluralistic societies, and freedom of expression in the classroom.
- H2 Mind the Gap: Relationship Building and Course Design to Increase Student Engagement in Active Learning in Online Classrooms** CB1-307  
*Kathleen Bartlett, Consultant in Instructional Design, SoarTech, Orlando; and Darlin' Neal, College of Arts and Humanities*  
 How can instructors bridge the gap between cognitive, intellectual tasks required by their courses and the affective, interpersonal needs of their students to increase engaged, active learning and success in online classes? Struggling online students report feeling isolated, disconnected, and bored; some may attempt to do the work, but without interactive experiences to link academic lessons to their personal frames of reference, they are unable to integrate and independently apply the new concepts. How can we move face-to-face instructional delivery to the online environment, and make online classrooms less text-heavy and lifeless? Recent research suggests ways that relationship-building activities and course-design strategies can bridge the gap between course content, faculty expectations, and student performance.
- H3 2016 QEP—What's Next: Integrative Learning for Professional and Civic Preparation** CB1-103  
*Anna Maria Jones, Hank Lewis, and Lindsay Rushworth, Office of the Quality Enhancement Plan*  
 This hands-on workshop will help faculty integrate high-impact learning practices into their teaching. Participants will get an overview of the QEP student learning outcomes and will design or redesign an assignment that incorporates the SLOs.

**H4 Improving Student Learning and Writing: SoTL Research about Writing in the Disciplines** CB1-119

*Peter Jacques, Alisha Janowsky, and Steven Berman, College of Sciences*

In order to go beyond anecdotal evidence and “hunch-based” teaching methods, members of this panel collected and analyzed research data about their teaching of disciplinary writing. This yearlong SoTL project was sponsored and coordinated by UCF’s Writing Across the Curriculum (WAC) Program. These researchers asked questions like: Do students really read teacher comments; why or why not? and How can we design discussion prompts that encourage critical thinking in online courses? The panelists will present the results of their research and the implications of those results for teaching and learning. Participants will also learn more about WAC at UCF and how to get involved.

**H5 Social Justice Issues Affecting UCF Students** CB1-107

*Edwanna Andrews and Justin Andrade, Social Justice and Advocacy*

As national social justice dialogues continue to occur in the media and on campus concerning race, gender, religion, sexuality, and politics, join team members of the Social Justice and Advocacy department within Student Development and Enrollment Services to learn about how students at UCF are being impacted and how SJA has helped to provide support and raise awareness. Learn about ways to be an advocate and where to find resources on campus.

**H6 UCF Moves: A Campus-Wide Physical Activity Initiative** CB1-122

*Carey Rothschild and Jennifer Tucker, College of Health and Public Affairs*

Faculty and staff often face challenges when attempting to maintain a balance between life and work. Finding enough time to take care of oneself physically and to facilitate an active lifestyle for one’s family is frequently placed behind work deadlines, school assignments, extracurricular activities, social media, and so on. UCF Moves is a physical activity initiative designed to empower faculty and staff to become more physically active in their daily lives. We will provide practical strategies, plans, goals, and resources for increasing physical activity as an individual and as part of a family. By educating, motivating, and supporting faculty and staff, we will create a community of camaraderie and accountability in the pursuit of improved health and well-being.

**Lunch**

12:15-1:15

**Lunch on Your Own**

Please see lunch options from Monday on page 5.

**Lunch-and-Learn: Turning Technologies Classroom Response System**

CB1-104

This session will provide a demonstration of an audience-response system by Turning Technologies. Lunch will be provided pending earlier RSVP, but all are welcome.

**Family Stories: Using Yoga to Connect Stories and Folklore to our Lives**

CB1-120

*Deirdre Englehart, College of Education and Human Performance*

Our Yoga and Storytelling class will be based on Vinyasa or flow yoga. This type of yoga focuses on the coordination of breathing and movement. It will include fundamental yoga postures and sun salutations that can be adjusted to different levels. Stories, in the form of folk literature, will be integrated into the yoga classes as a way to allow us to consider how stories impact and inform our lives.

**Concurrent Sessions/Project Time**

1:15-2:15

**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 following sessions.

**J1 One-Stop Shop for Integrative Learning Resources**

CB1-205

Stop by tables to chat about a few of the high-impact practices that are already taking place on campus and pick up integrative learning resources. Learn more about collaborating with Service-Learning, Internships and Co-ops, Career Services, Undergraduate Research, STARS (UCF Libraries), Institutional Knowledge Management, and others.

**J2 Faculty Dialogue: Assuring Quality in Online Learning at UCF**

CB1-220

*Rick Brunson, College of Sciences; and Kelvin Thompson, Center for Distributed Learning*

Faculty are the guardians of academic quality within higher education institutions, but, especially in technology-mediated learning contexts, the services of other professionals can be helpful in maintaining and improving quality. This session will be a facilitated dialogue on the nature of high quality online teaching and learning with an eye toward how the services of the Center for Distributed Learning (CDL) might be more helpful in ensuring this quality. Please come prepared to join in the dialogue with your insights and opinions.

**J3 Altering the Reality of the Classroom**

CB1-307

*Keri Watson and Sandra Sousa, College of Arts and Humanities*

In this interactive session, we will present our experiences developing and implementing RPGs (role playing games) and ARGs (alternate reality games) to increase student engagement. You will have the opportunity to brainstorm ideas for RPGs or ARGs for use in your own classes.

**J4 What's Your Green Dot?**

CB1-105

*Dawn Welkie, Title IX Coordinator, Equal Opportunity and Affirmative Action; and Abigail Malick, Wellness and Health Promotion Services*

This interactive session will inform faculty members on engaging students on sensitive topics in the classroom and address UCF's forthcoming campus-wide violence prevention initiatives. Green Dot is a nationally recognized violence prevention and bystander intervention initiative coming to UCF in the 2016-17 academic year. This session is designed to equip faculty with an overview of the Green Dot model, to provide faculty with resources and tools to incorporate for classroom use and to initiate a dialogue among faculty about the importance of bystander intervention. Resources provided will include possible statements for syllabi, assignment topics and discussion prompts to incorporate.

**J5 Didn't You Read My Email? Managing Email Overload**

CB1-219

*Denise Kay, College of Medicine*

Email as a communication tool has become an insidious part of daily life. Either at work or at home, if there is internet accessibility, the use of email to communicate with others, be it in the next room or across the globe, has likely overridden communication in person, by phone, or via the postal system. However, the accessibility afforded via email has nearly disintegrated the boundary between work and home and, for some, seriously threatens an already shaky work-life balance. Terms like "information overload," "email overload," "email addiction," and "email bankruptcy" are showing up in both professional and public media. In this session, we'll discuss the impact of email on faculty well-being, work-life balance, and productivity; discuss email expectations within the culture of academia; highlight some useful email management strategies; and address the real cost of some commonly recommended email management strategies.



**J6 Anti-Hazing Efforts at UCF**

CB1-308

*Germyne Graham, Associate Director, LEAD Scholars Academy*

Are you interested in learning about students' perceptions of hazing at UCF? Do our students think that hazing is a problem? How does UCF compare to the national trends in hazing? Please join us for a presentation regarding students' perceptions of hazing at UCF. This workshop will highlight the results of the hazing perception survey of UCF students administered by the National Hazing Research Consortium at the University of Maine.

**Concurrent Sessions/Project Time**

2:30-3:30

**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 K1.

**K1 Faculty Dialogue: Creating a Vision for the Future of Online Learning at UCF**

CB1-220

*Rick Brunson, College of Sciences; and Kelvin Thompson, Center for Distributed Learning*

UCF has been offering online courses for 20 years. What will the next decades hold? Will we still refer to "online learning"? Will learning become more personalized? Dehumanized? Computer scientist Alan Kay famously quipped that the best way to predict the future is to invent it. Come join this collegial dialogue and potentially shape the future of online learning at UCF. Please bring your insights and opinions, and be ready to share.

# THURSDAY, MAY 12

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Coffee and Conversation

8:00-8:30

CB1-207

Track/Cohort Meetings and Poster Preparation

8:30-10:30

Meet with your track/cohort leader in the rooms listed on pages 1-2 (same meeting place as Monday at 8:30 a.m.).

Showcase in Student Union Key West Ballroom  
(SU 218)

10:45-12:00

Participants will collaborate with their cohort teams to share results of their work so far and plans for future efforts. Refreshments will be served.

# NOTES

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## Bring-Your-Own-Device (BYOD) and Clicker Instructions

Several sessions will have a BYOD component. We'll be using ResponseWare by Turning Technologies. In order to participate in these sessions, please download the free app by searching for "ResponseWare" in the Apple App Store or Google Play Store, or open <http://responseware.turningtechnologies.com> in your device's browser. If you prefer to use a physical clicker for these sessions, one will be provided during each BYOD session. When instructed, open the app or webpage, enter the session ID "oscar" (not case sensitive), and click "Join Session." Leave user login information blank, and click "Submit."

## Faculty Center Survey

If you haven't already, please take a few minutes to complete our Faculty Center survey; this survey helps us understand faculty needs and improve program effectiveness. You can access it at

[http://ucf.qualtrics.com//SE/?SID=SV\\_6yvYz8NuQrbuNOR](http://ucf.qualtrics.com//SE/?SID=SV_6yvYz8NuQrbuNOR)

or via QR code:

If you don't have a QR code scanner, search for "QR Code Reader" by the developer "Scan" on either the Apple App Store or Google Play Store for a free, cross-platform QR solution.



The survey will be available until May 13. Thanks for your support!

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