

**From:** [The Faculty Center for Teaching and Learning](#)  
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**Subject:** Faculty Center Happenings for the Week of August 22nd  
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## **Faculty Center Happenings for the Week of August 22nd, 2022**

Hello Everyone-

Welcome to another fall semester! If you need assistance with anything course related, we're here to help. Stop by our office in room 207 of Classroom Building One, give us a call at 407-823-3544, or send us an email at [fctl@ucf.edu](mailto:fctl@ucf.edu).

Our latest edition of the *Guide to Teaching at UCF* is available as a digital document that can be accessed at <https://fctl.ucf.edu/teaching-at-ucf>.

Please see below for upcoming events and opportunities, and have a great week!

### **SEMESTER CHECKLIST**

- Publish your course in Webcourses@UCF
- Publish the syllabus (pasting the text directly in the Syllabus tool for Core GEP classes, though an uploaded file can also be included)
- Build the gradebook through Assignments (which must also be individually published), and weighted groups if desired.
- Build and administer a gradable Academic Activity Requirement (“financial aid requirement”) by the end of first Friday (see <https://cdl.ucf.edu/teach/resources/financial-aid-requirement/> for details)
- Update your class’s semester schedule using <http://calendar.ucf.edu> (meetings, deadlines, holidays, final exam schedule)
- By the end of the second week, the syllabus must be sent electronically to your department
- Email students in your class via Webcourses@UCF Inbox to alert them to syllabus, assignments due before class, etc.
- Review CDL’s semester start up guide with additional details at: <https://cdl.ucf.edu/teach/course/semester-start-guide/>
- Review additional “countdown to semester” best practices at: <https://fctl.ucf.edu/campus-resources-for-teaching/semester-essentials/>

### **HB7 RESOURCES**

Given the newness of the Florida House Bill 7, you may wish to view the following resources:

- FAQ on HB7 and Instruction and Training (<https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/>).
- We also have useful pages on civil pedagogy / controversial conversations (<https://fctl.ucf.edu/teaching-resources/classroom-management/civil-pedagogy/>)
- Sample syllabus statements on Controversial Content (<https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/#course>).
- In 2017 the Faculty Center published a special issue of our *Faculty Focus* newsletter that focused on free speech which you may find relevant - see <https://fctl.ucf.edu/document/issue-1-april-2017-2/>.

## FACULTY CENTER'S WEEKLY CURATION

### Reducing Bias In and Out of the Classroom

Bias affects many of the things we do in higher education, but there are some techniques that can help mitigate it. This in turn can help increase equity, which one might define as a freedom from bias.

Here are some examples of research on how bias impacts different things we do in higher education:

- [Grading](#) and [evaluating students](#)
- [Student evaluations of teaching](#)
- [Student peer assessments](#)
- [Undergraduate research, labs](#)
- [Teaching strategies](#)
- [Classroom participation](#)
- [Online discussion boards](#)
- [Classroom observations](#)
- [Mentoring, advising, admissions](#)
- [Performance evaluations](#)
- [Promotion, tenure, and evaluating research](#)
- [Hiring and interviewing](#)
- [Meetings](#)
- [Publication bias](#)

The above comes from <https://edtechdev.wordpress.com/2020/01/28/reducing-bias/>, which also contains additional resources not listed here.

## UPCOMING FACULTY CENTER PROGRAMMING

### Book Club: *Minds on Fire*

Wednesdays, 1:00–2:00 p.m., beginning 8/31 and ending 11/9, in CB1-207. Participants can join remotely if needed.

This fall we will reprise *Minds on Fire: How Role-Immersion Games Transform College* by Mark C. Carnes (2014). Carnes offers a provocative critique of higher education and an impassioned appeal for innovation in teaching. This study is based on interviews with students and faculty who participated in the pedagogical innovation “Reacting to the Past,” which began at Barnard College <https://reacting.barnard.edu/>. The focus of this book is

student disengagement and how role-immersion pedagogy can channel students' untapped energies for transformative learning experiences. We will also share ideas and resources for adopting or creating RTTP games.

The first 10 faculty who register will receive a free book. Others may purchase the book from Amazon: [https://www.amazon.com/Minds-Fire-Role-Immersion-Transform-College-ebook/dp/B00N79RDG0/ref=sr\\_1\\_3?dchild=1&keywords=minds+on+fire&qid=1605725544&sr=8-3](https://www.amazon.com/Minds-Fire-Role-Immersion-Transform-College-ebook/dp/B00N79RDG0/ref=sr_1_3?dchild=1&keywords=minds+on+fire&qid=1605725544&sr=8-3). The ebook is only \$10.00.

To sign up for the book club, please register at [https://ucf.qualtrics.com/jfe/form/SV\\_3JaU06GiZYEHgZU](https://ucf.qualtrics.com/jfe/form/SV_3JaU06GiZYEHgZU).

**Book Club: *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning***

Thursdays, 12:00–1:00 p.m. or 5:00–6:00 p.m. through Zoom, beginning 9/1 and ending 12/2.

“Faculty and instructors are continually facing questions such as how do I effectively teach an increasingly diverse student population, how do I engage and support my students as class sizes increase, how do I use multi-media and other resources to build a high quality course, and a host of other questions” (see Tony Bates).

Whether you teach fully online, mixed-mode, in person or some variation of these modalities, all of us teach in a digital age. It is time we accept the simple truth that there is no going back to solely pencil and paper or chalkboard learning. Even variations of these now exist in the digital world. Join us this fall semester as we take a deep dive into *Teaching in a Digital Age* by Tony Bates. As Bates notes, this book is about “...helping your students to develop the knowledge and skills they will need: not so much digital skills, but the thinking and knowledge that will bring them success in a digital age.” (Bates, 1). This book is Open Access and can be found at <https://www.tonybates.ca/teaching-in-a-digital-age/>.

Please register at [https://ucf.qualtrics.com/jfe/form/SV\\_5bcrhZhnWkAdFK6](https://ucf.qualtrics.com/jfe/form/SV_5bcrhZhnWkAdFK6).

*Additional programming will be announced in the coming weeks.*

**PREPARING TOMORROW'S FACULTY PROGRAM**

Faculty Members, please consider forwarding the following announcement to your grad

students:

Do you contemplate a career in higher education? The Karen L. Smith Faculty Center for Teaching and Learning invites Graduate Students and Postdoctoral Scholars to enroll in our Preparing Tomorrow's Faculty (PTF) program for the Fall 2022 semester. Students will complete a series of modules, assemble a first draft of their teaching portfolio, practice teaching techniques, and engage in a learning community facilitated by Faculty Center staff. The program is free, and all participants will receive a certificate upon successful completion of the program.

Program Modules:

1. Student Learning and Motivation
2. Integrated Course Design
3. Teaching Strategies
4. Assessment and Feedback
5. Course Climate
6. Career Development

Meeting times: Fridays 1:00-4:00 pm in CB1-205 for the entire semester.

The program will be held in-person on the main campus. Space is limited, so sign up early.

To register, contact [Eric.Main@ucf.edu](mailto:Eric.Main@ucf.edu).

### **HIGHLIGHTING FACULTY SOTL ACTIVITY**

We're happy to feature SoTL publications—presentations, articles, chapters, books—on the SoTL section of our webpage. If you've published anything in the SoTL/DBER realm in the past couple years and want to share, please provide APA-style citations for us to include on our page at <https://fctl.ucf.edu/sotl-and-dber/faculty-sotl-activity/>.

