



# Faculty Focus

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John C. Hitt, Ph.D. became the fourth president of the University of Central Florida on March 1, 1992. He graduated *cum laude* from Austin College and earned his M.S. and Ph.D. degrees in physiological psychology from Tulane University. A winner of many awards, President Hitt is active in local, regional, and state community projects.

research university is a dynamic way to embrace both disciplines in unique and varied ways that make learning accessible and challenging for our students. Your internationally renowned colleagues share in a multidisciplinary approach to higher education that is unequalled in its scope and collegiality.

What happens in your classrooms, laboratories, and studios will largely determine the success of our students. Your commitment to excellence, your creative thinking, and your hard work will be crucial in facing the challenges and opportunities that await us.

Together, we will continue to reach for the stars. - John C. Hitt, President, UCF

W elcome. If you are a new or returning faculty member, staff or administrator, I think you will find this edition of the *Faculty Focus* of interest and use to you. The staff at the Faculty Center and I have endeavored to bring you a range of ideas, information and articles that will help you if you are transitioning to UCF as well as support your success at UCF.

The opportunities afforded you at UCF are unlimited. The resources available are incredible. I hope that we and the other units on campus can help you further your career. The faculty and staff at the Faculty Center can provide a wide variety of support for your teaching, scholarship and service. Here you will find a haven for reflection and debate, resources and support for the development of instructional materials, workshops on issues pertaining to teaching, research and service, and learning communities that cover a wide range of topics with faculty from diverse disciplines, and faculty and staff with expertise and knowledge to help you. We also have coffee and tea, a comfortable place to sit away from your telephone, and we are well known for our cookies!

The workshops and teaching circles that we offer can be found on our website at <http://www.fctl.ucf.edu> as well as on the monthly calendar that is sent out to your department. Watch for our blue flyers. You can register for the sessions through the website. Also on the

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The University of Central Florida is a vibrant and inclusive place. I hope you share the excitement about what happens at UCF. Academics, athletics, research, teaching, campus life, and more await you when you enter our beautifully designed campus. From the arts to health care to optics and simulation—I hope you have the opportunity to experience all the great things UCF has to offer.

Great innovations in teaching and research are happening now more than ever before. Making your career at a metropolitan

Alison Morrison-Shetlar, Ph. D. is the Director of UCF's Faculty Center and Professor of Biology. After graduating from Dundee College of Technology in Scotland, she chaired Molecular Biology at the Max-Planck Institute in Dortmund and went on to direct the Center for Excellence in Teaching at Georgia Southern University.



website you will find a great number of teaching resources, event information and Request For Participation (RFP) dates for funding opportunities. Last academic year we offered over 216 workshops to the UCF community. We also offer workshops designed specifically for departments and colleges and area campuses, so you do not need to travel to the Orlando campus to participate. This academic year we are also offering participation in our Orlando campus workshops to area campuses through the UCF internet video system. If there are workshop topics that you are interested in having that are not on our list, or the workshop that you want to go to is not at a time you can come, then please let us know and we will work with you to accommodate your ideas and schedule. We also offer one-on-one consultations, peer observations of your classes and mentoring on request. The summer and winter conferences are increasingly popular so watch out for the call for RFPs for each of those events.

With the increasing number of graduate students attending UCF, we have developed with Graduate Studies, a twelve week Graduate Teaching Assistant (GTA) Certificate program which will start in the fall. We have also been given approval to have a credit-earning course for GTAs that will be offered in the spring with Office of Instructional Resources (OIR) and Course Development and Web Services (CDWS).

I could write further on the resources that UCF provides for you but space and time prohibit that. If you have any questions about any part of your professional life at UCF, please do not hesitate to phone us. We believe in "one-stop-shopping." The faculty and staff at the Faculty Center will find the answers to your questions so that you do not have to phone around. Contact us. We look forward to working with you and promoting your success at UCF. - Dr. Alison Morrison-Shetlar, Director, Faculty Center

## A Faux Pas of Pedagogy

Suzanne Jaeger



Suzanne M. Jaeger was a professional ballet dancer and teacher prior to receiving her Ph.D. in Philosophy (York Univ., Canada). Her areas of academic expertise include continental philosophy, phenomenology, philosophy of embodiment and critical theory. She has published articles on Merleau-Ponty's philosophy and the nature of meaning in art dance. Several of her critical reviews on dance are published in the *Queen's Quarterly* and in *Dance International*.

The two nights a week in which I don tights and a leotard to become a student in an adult evening ballet class have provided helpful revelations about my job as a philosophy professor. One moment of insight has come from working

through the frustration and counterproductive interactions that resulted from a disparity in the goals of the instructor in comparison with those of the students. My dance class experiences taught me something valuable about pedagogical difficulties caused by mismatched learning objectives. I had lessons not only in *pas de chats* and *pirouettes*, but in the evolving adaptations teachers must make to respond to their students' goals.

Although, at one time in our lives, all the participants in my ballet class had been more serious-minded dancers, our main goal now was to "stay in shape." We all have other more pressing priorities. When our ballet instructor began teaching the class, as a novice teacher, he was somewhat oblivious to his students' "mature" perspective. He taught the class according to his goals and aspirations as a professional dancer. He understood the work of the class from the perspective of someone striving to be the very best in relation to the classical ballet tradition as an art form. He was not, however, teaching future stars. He was teaching women over thirty who spend many hours every day sitting at a desk. The demands of our careers preclude spending much time on any daily exercise regime. For many of us, our occupations develop in us the ability to use a mostly disembodied brain. Taking a dance class in order to use the body as well as the brain is a treat. We come to class because we love the art form, the music, and the fine-tuned, sculptured muscles that classical ballet training develops, and we want to keep in shape.

Our reasons for being in ballet class were thus different from the goals that our instructor expected us to have. The discrepancy was evident in the kinds of exercises he gave us to perform and in his corrections. His exercises were too difficult, too long and demanding for anyone who is inactive the majority of the day. His corrections often presumed that we wanted to be perfect, to articulate the step with the technical precision of a professional. He expected us to elevate our legs to shoulder height, to do double and triple turns, to jump high and fast. His comments suggested that our goal was the performance on stage—to be aesthetically and artistically superb. Not only were we not able to do what he asked for, it was sometimes dangerous to attempt to do so. The strength, tone and muscle preparation of daily practice was needed. On the other hand, all of us wanted to try our best, to work the technique, to be challenged and have a sense of accomplishment. Although most of us had been trained in the old school, to "shut-up and dance" as one Bulgarian dance coach once put it for me, now we had to work within the limitations necessitated by our older bodies and other time commitments.

And so, for a while, a struggle existed between the teacher and the class. I saw our instructor slowly come to terms with the starting point and learning objectives of his pupils. He saw our expressions of frustration and anger and recognized it as directed towards his demands on us. He took us seriously, though for a while he seemed disappointed with his teaching job. He seemed to lose some of his enthusiasm for the

class. Yet, he remained present to our responses. Perhaps the earnestness with which we came to class had an effect on him. The work he now gives us has been modified to meet our needs and abilities while also challenging us. Now, it is not just his artistic goals that direct the class but also his students' necessarily more modest ones. It has truly become both a pleasure and privilege to be trained by an expert, a wonderful dancer and artist.

Watching my dance teacher successfully accommodate to the goals of his particular students prompted me to reflect on my expectations as a teacher. College students in public universities more often than not work for a living as well as attend school. There are many more "non-traditional" or "mature" students who attend both evening and day classes. Some of my students are also single parents and others have qualified for enrollment because of changing standards for entrance exams. In any single class in the humanities, there will be a wide variation in the interests, goals, prior education and training of the students. The challenge of responding effectively to this diversity is made even more difficult by increased class size. My experience as a dance student reminded me to be open to the goals and objectives of my students. The work that a teacher assigns must challenge the students but be do-able. They should be able to experience success and not just frustration at never meeting the demands of the discipline. For their part, students need to evaluate realistically what standards they can achieve given their work and personal commitments. Maintaining high standards in the quality of their work requires daily practice. On the other side, it can be disappointing for an instructor to realize that he or she is not working with "cream of the crop" protégée's. Nevertheless, in the rapport between teacher and student an advantageous negotiation of both the standards of the discipline and the students' particular objectives must be made. The course director must juggle the students' needs for challenge, inspiration and encouragement, as well as for achievement of their personal goals, but without becoming bored, angry or losing interest because of the disparity in aspirations.

The point is that college students, like ballet dancers, have many different educational objectives. When a teacher can respond to some of the learning objectives that belong uniquely to the student then a more fulfilling learning environment is created.

*"Since there is no single set of abilities running throughout human nature, there is no single curriculum which all should undergo. Rather, the schools should teach everything that anyone is interested in learning."*

*John Dewey*

## **Working with UCF's First Rhodes Scholar**

**Barry Mauer**



Dr. Mauer was hired by the English Department at UCF as a "generalist," which he understands as a free license to do research about almost anything. He has devoted much of his time to interdisciplinary work with Film, Digital Media, Simulation, Drama, Music, Sociology and Anthropology. His areas of concentration include film theory and history, cultural studies, rhetoric and composition, computers and writing, pedagogy, and post-structuralist theory. He teaches literature, screenwriting, film history, theory, digital rhetoric, cultural studies, and visual literacy.

I began working with Tyler Fisher, who has since become UCF's first Rhodes Scholar, in my first year of teaching at UCF. He took two of my honors composition classes and did an independent study with me. In addition, he and I co-wrote a research grant (which was awarded), presented papers at a national conference, and co-authored an article for publication in a national journal. For a research project called Earth Echoes, which studies a location-based audio medium, Tyler did historical research at libraries and museums, qualitative and quantitative analysis, interviews and case studies, and interface design and testing.

Tyler Fisher does unbelievable amounts of research; he borrows books from me at an alarming rate (I always get them back) yet he reads an even greater number of library books. He is entirely self-motivated in his research and can track down sources on his own with no difficulty whatsoever. Within weeks of beginning a study of narratology, he had read dozens of sources, including most of the key texts in the field, all but a couple of which he had found on his own. He collected nearly a hundred oral narratives—and transcribed them—for his own research and for Earth Echoes. To help him in his research, he consulted with faculty in several departments by knocking on their doors and asking them to advise him and critique his work.

His classroom work is equally impressive. In my Honors Composition 1102h class, entitled "Creativity," he developed an original research project on the effects of music on short-term memory. His proposal for this project earned human subject testing approval from Dr. Mustapha Mouloua of the UCF Psychology Department. For his second project, Tyler recorded and released a full-length CD of Hammered Dulcimer music entitled "All is Calm, All is Bright."

Tyler surpasses all expectations. His talents for leadership and research are extraordinary. He is highly articulate, both verbally and in writing. He puts in long hours on projects and learns everything about the theoretical, technical and conceptual issues involved. He leads by example and never



condescends to fellow students. He is brilliant, enthusiastic, tireless, and has all the qualities of a natural leader. When he gets involved in a project, he takes initiative at every level: conception, research, production, networking, and promotion. His experience is broad, but impressive in every realm. The following list should give you a sense of the extraordinary range of his talents.

- ♦ An experienced media producer; his work at UCF involves his constant interaction with computer, audio, video, print, and photography, and he is talented at all of them,
- ♦ A fine writer; his work regularly appears in campus publications. He is also a published poet.
- ♦ An excellent scientist; his experiments in psychology and anthropology are carefully prepared and thorough.
- ♦ A careful field researcher; he has collected primary materials for historical projects in Eatonville, Leu Gardens, Winter Park, and downtown Orlando, and has produced transcriptions for UCF as well as local historical societies.
- ♦ A superb musical artist; he is a composer, keyboardist, and hammered-dulcimer player, proficient in several genres of music.

The broadness of his interests is exceeded only by his diligence. Tyler Fisher is a lifelong learner. Nothing excites him as much as learning something new, and he dedicates himself to the tasks of learning with total commitment and obvious delight.

What is the key to students like Tyler Fisher? I don't think there is only one. Rather, I can point to several. His family, made up largely of educators, instilled a love of learning in him at an early age. His imagination has been active from an early age and was encouraged by family and supportive teachers. His willingness to ask people for help has been crucial; he has knocked on doors of faculty from across the university to get their advice on his projects. He travels and has become proficient in foreign languages.

What can we do, as educators, to produce more students like Tyler Fisher? University professors, for the most part, have little influence over students' early upbringing. But we can do more to encourage bright students here at UCF. We can do more independent studies; even though they count for little in terms of official rewards from the university, they can be very rewarding professionally for both parties. We can encourage interdisciplinarity by encouraging our students to knock on the doors of professors from other departments and by having guest speakers in our classes. We can co-author papers and conference presentations with students. We can take more time to get to know our students' interests and develop projects that appeal to them. Finally, we can let our students take the lead when they show leadership ability.

## My Experience Teaching at UCF

Dr. Barbara Turnage



Dr. Turnage received both her BSSW (1982), and MSW (1987) degrees from the University of Nebraska at Omaha. Dr. Turnage completed her Doctor of Philosophy degree at Tulane University's School of Social Work (1998). She teaches as an Assistant Professor in the School of Social Work. Dr. Turnage's current research addresses women's issues,

human diversity, violence, and family dynamics.

As I enter my 5th year teaching at UCF, I marvel at the unique opportunities that have been offered to me. These opportunities have enhanced my teaching and provided me with global experiences. One of the most difficult and rewarding teaching experience has been attending the IDL6543 WebCT course. First, this course challenged my new found liberty as a "non-student." Having graduated with my Ph.D. in 1998, I was looking forward to moving to the other side of the podium. My new objectives were teaching and research. Well, in order to teach via the web, I had to face the podium again. IDL6543, as a non-computer person, made my head hurt. Although the instructional design team was excellent in delivering the course material, I found myself reading and re-reading the instructions for the weekly assignments. This experience felt like undergraduate registration with the punch cards—frustrating. At the completion of this course, I felt triumphant. My thought was, this is what my first semester students must feel like. You walk in and everyone seems to know the language and protocols but you. As you begin to master the material, the course is over. The experience taught me not only how to teach via the web, it also taught me to reconsider how I introduce course material to new students.

The Summer Institutes offered each year have been other great opportunities to enhance my teaching while adding to my summer income. It has been my privilege to attend the Office of Domestic Diversity and the Office of International Studies Summer Institutes. Both institutes provided opportunities to learn from seasoned faculty members, and to develop relationships with colleagues from other disciplines.

On June 25, 2002, I along with 12 other teachers embarked on an educational tour of three Caribbean countries—The Republic of Trinidad and Tobago, Barbados, and Jamaica. The Office of International Studies made this wonderful experience possible. For 36 days, I learned about these countries' culture, politics, history, educational systems, family structures, and plans for development. The knowledge gained and the contacts made have improved my teaching, the interactions I have with colleagues, and my worldview.

This past academic year I've benefited from many of the serv-

ices offered by the Faculty Center for Teaching and Learning (FCTL). My teaching has improved because of the suggestions offered by the FCTL staff. For example, as a result of attending the Collaborative Classroom sessions, in courses where students have to assess client situations, individual assignments have been altered to require collaborative efforts. After infusing collaborative assignments into my teaching, I noticed an improvement in the quality of the assessments students presented. Many of the students commented positively about being able to design treatment options for the case scenarios along side their classmates.

As I begin to prepare my material for the tenure and promotion process, FCTL is first on my list for assistance. Putting together my tenure and promotion file will require more than just placing items in the correct category. What is required is learning what to include and how to include material that showcase my accomplishments. Based on my previous experiences with the FCTL staff I feel confident that they can provide the assistance I need.

### ***UCF Service Learning***

**We need to hear from you.** Please notify the Faculty Center if you are currently (or have recently) incorporated a service learning component in your course. For this request, you may interpret the idea of service learning liberally. The information will be directed to the Campus Compact Grant Committee (UCF's Service Learning initiative).

### ***Classroom Observations***

The Center is offering faculty an opportunity to have their teaching peer-observed. Simply let us know when you would like someone to come to your class. Completely confidential, this is not an evaluation but rather an informal way to have an external review of your teaching. We also offer videotaping of the class if you wish.

### ***Student Engagement Issues***

Share with us your tips on improving student's commitment to learning, and we will publish them in upcoming issues.

## ***Resources for Becoming Better Teachers***

**Bernadette Jungblut & Shawn Reichert**



Bernadette M.E. Jungblut is an Assistant Professor in the Department of Political Science. Her research interests include militarized and economic International Conflict and International Political Economy. She teaches courses in International Relations (IR), including the Introduction to IR and IR Theory, Quantitative Methods in Political

Research, and the Scope and Methods of Political Science.



M. Shawn Reichert is a Visiting Assistant Professor in the Department of Political Science. His research interests include Comparative and European Politics, in particular, the European Union. He teaches courses on Comparative Politics, European Politics, Political Economy, and the Scope and Methods of Political Science.

**W**e both have limited teaching experience at a range of institutions—including community colleges, a very small, private university, and large state universities. Neither of us, however, has taught at a place that offered as much as UCF in teaching support. In our first year at UCF, we participated in several activities that offered help and advice regarding both the philosophy we bring to our teaching as well as the more practical concerns of teaching methods and techniques. We received significant assistance from the Faculty Center for Teaching and Learning (FCTL), the Center for Distributed Learning and Course Development and Web Services (CDWS), and the Office of Instructional Resources (OIR).

### **The Faculty Center for Teaching and Learning (FCTL)**

The FCTL has provided numerous ways for us to improve our teaching. In particular, weekly Teaching Circles provided a forum for asking questions about teaching and learning, examining and discussing different techniques, and enjoying

the company of our fellow faculty. These circles provided a comfortable, relaxed place for us to talk about what was going on in our classrooms—and get advice and support from a diverse group of colleagues from across the campus. Despite our differences in academic interests, there were a surprising number of common concerns and issues that we faced in the classroom. The Teaching Circles provided a venue for us to discuss what approach each participant had found to be successful, or not so successful, in addressing these various concerns. While we did discuss our teaching philosophies, much of the time was spent on the results of the various techniques that each has tried to better reach the students in our classes. We talked about what has worked and what has not—and hopefully learned enough to avoid some of the more common pitfalls of teaching university students. The Teaching Circles also provided a setting for us to vent the more common teaching frustrations.

In addition to Teaching Circles, the FCTL team holds numer-

ous workshops throughout the year. One of us attended a syllabus workshop; the other attended a teaching creatively workshop. Both of us attended a teaching portfolio workshop. These workshops not only helped us in the classroom, they also provided ideas about how best to present our teaching experience to our department and college.

We also participated in the FCTL Summer Conference, where we were again able to select workshops and presentations relevant to our specific needs. Our goal was to develop better means of incorporating data analysis and social scientific thinking in our lower level political science courses. We attended several workshops that proved interesting and useful. In particular, we learned that there have been similar efforts in other departments and gleaned several ideas for use in our classes. The Summer Conference also enabled us to interact with faculty from across the campus that we would otherwise probably not have met.

In sum, the FCTL has provided us numerous opportunities to improve our teaching skills, discover new techniques, and develop new ideas. The FCTL has also been a great place to meet fellow faculty and have a cup of coffee or tea while talking shop.

#### **The Center for Distributed Learning / Course Development and Web Services (CDWS)**

During our first semester at UCF, both of us took Interactive Distributed Learning (IDL) 6543 to learn about teaching online using WebCT. The Course Development and Web Services (CDWS) team helped us to gain both a better understanding of the pedagogy of online teaching and the practical concerns associated with reduced seat-time (M) or completely online (W) courses. One of us will be teaching a reduced seat-time course this fall—something that certainly would not be possible were it not for the support and encouragement of the CDWS team.

#### **The Office of Instructional Resources (OIR)**

The OIR team makes teaching in multi-media classrooms easy and enjoyable. One of us was not certain how to work all of the "gizmos" in these classrooms, and so made an appointment to meet with Ron Slaughter of OIR. Mr. Slaughter thoroughly and clearly discussed and demonstrated all the options available in the multi-media classrooms. On the rare occasion when something has not worked in one of the multi-media classrooms, we have simply called OIR on the telephone provided, and someone from OIR soon arrived to take care of the problem. In addition to their support of the multi-media classrooms, OIR also helps faculty with graphic design needs. One of us had a presentation this spring and so made an appointment with Siglinde Quirk of OIR. Using PowerPoint, Ms. Quirk helped construct a poster that clearly and concisely presented the research project.

In conclusion, for the past year, when we have had questions or concerns about our teaching, we have availed ourselves of the numerous resources provided by the FCTL, CDWS, and OIR. The people at these organizations have strongly supported our desire to become better teachers and have helped

us greatly along the way. We encourage all faculty members, especially our new colleagues, to meet and talk with the people at the FCTL, CDWS, and OIR. Along the way, you will also meet and talk with other faculty members who share your concerns and questions about teaching.

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### ***Reputable Electronic Resources DO Exist on the Internet***

**Allison King, Barbara Alderman, Candy Stoddard, and Marcus Kilman; the UCF Cocoa Librarians**

The April 10, 2003, edition of *The Central Florida Future* contained an article by Laura Stevens entitled "Googling through Research" where she described how university professors were teaching their students the "difference between the World Wide Web and *scholarly* [emphasis ours] material found in libraries."

In the same issue of *The Central Florida Future*, an editorial, "Banning web research not in line with times," also appeared. The author of this editorial states that "the Internet is the most powerful research tool invented to date" and "professors should not deny students the ability to conduct research via the Internet."

We would like to enter this conversation and provide a more thorough explanation of why using the Internet as a research tool enhances the educational experience. The UCF Libraries purchase subscriptions to many scholarly electronic resources that are accessible via the Internet. Taking advantage of these scholarly subscription resources by using the Internet can improve, expand, and simplify student research efforts.

Conversely, not taking advantage can limit results and complicate the students' research process. For example, requiring students to retrieve articles from a specific medium can reduce their options:

- ♦ Restricting articles to "print" versions is limiting because many journals are only available electronically;
- ♦ Finding a "microfiche" or "microfilm" article is becoming more difficult because the cost for journals in this medium is increasing at a higher rate than electronic and print versions; and
- ♦ Using CD-ROM databases to locate an article may be problematic, since CD-ROM databases are becoming obsolete.

Librarians hear statements from students like: "I'm not allowed to use the Internet," "I need to use academic search engines only," or "I need to use your Virtual Library's Search Engine." These types of declarations indicate there is still some misunderstanding regarding terminologies and mechanics associated with this vast resource. Faculty and librarians need to work together to clarify the issues and teach students how best to conduct research via the Internet to obtain valid and valuable results.



The Internet is actually a network of computers. The Web is a subset of the Internet and is accessed using a Web browser. While the terms Web and Internet have come to be used interchangeably, they are not the same.

Anybody can create a web page and have it available on the Internet. A computer program that acts as an index for these Internet web pages is called a search engine. A database, however, is an organized collection of logically related data.

Subscription databases are also available via the Internet, are similar to print indexes like *Psychological Abstracts* or *Chemical Abstracts*, and provide access to journal articles, newspaper articles, poems, biographies, business reports, health information, and more. Subscription databases are sold to libraries just like magazine subscriptions and while access to the information is provided via the Internet, it is limited to subscription-holders.

The UCF Libraries currently provide access to approximately 800 subscription databases and other online services. Thus, UCF students and faculty can review more than 24,000 journals and 30,000 books using the Internet. As budgets get tighter and Internet access to library resources becomes even more standard, electronic resources will more likely replace rather than supplement print sources. Conducting Internet research, evaluating results, and relying on electronic resources is an accepted practice. Don't ban Internet research. Our students need to learn how to use the full resources of the Internet to improve their research skills. The UCF librarians can provide assistance by developing assignments and teaching classes on using library resources (both print and electronic).

### Some Advice to My Fellow GTA's

J.T. Shim



J.T. Shim currently teaches ISM3005 MIS Techniques. His previous teaching includes test prep and private piano lessons. JT earned an MBA from Rollins in 1989. He started his Ph.D. in August of 2001 in MIS.

Perhaps it helps to know that both of my parents were college teachers, but I believe I come by my love of teaching independently. And just because I love it doesn't mean it comes easily for me. There is an element of trial and error in teaching and another of trial and terror. But one learns to abandon perfectionistic ideals in favor of making real differences. So, I don't have a world-transforming message for you, just some practical advice regarding a few strategies that have helped me so far.

- ♦ Be assertive, proactive and ask questions. Form healthy alliances and friends. Find and utilize resources appropriately, such as, FCTL, OIR, library, WebCT, SARC, Writing Center, Career Resources, Wellness Center, Health Services, Counseling Services, etc. Some of these resources I have familiarized myself with so that I can refer students as needed.
- ♦ Writing my teaching philosophy really helped me to better recognize, understand and integrate my own values, view points, strategies into a consistent whole. This can be used as a dynamic professional and/or personal-growth tool for your own use, or if you feel comfortable enough (and why not?), it can be posted on your website for students to better understand and interface with you.
- ♦ Knowledge management—if you don't know, don't make it up. It is academically dishonest (unethical) to provide misinformation upon which students could make important decisions. I don't know everything, and students won't believe in me if I pretend to. It's better to redirect such questions back to the students: tell them to go figure it out. I thank students for their questions and for their responses, even if their attempts to answer are incorrect. I allow educated guesses, but I ask that it be made clear that it is only an educated guess. Sometimes I just say that I'll follow up and let them know the next class period—and then do follow up! This is a good time to model for them how to solve problems in the field, and how to do the research that they need to master. Again, most of them will appreciate the honesty. And if I deem questions not germane, I explain respectfully and briefly and move on.
- ♦ Class photos—after the drop date (second week in the semester), I request a few volunteers to bring in their digital cameras in order to capture group photos of the class and post them to the course website for all in the class to view or download. The process and the picture provide a bit of *esprit de corps* that I think is helpful in facilitating cooperation and peer learning (and it helps me review faces and names).
- ♦ Time management—this is an important one. Set priorities and focus on them. Some say the good is enemy of the best—they're right. It is very important to balance the workload. I take time to care for myself so that I can perform at my best. That means eating right, sleeping enough, exercising, avoiding negative behaviors, even breathing right. I know, sounds basic, you'll see.

Good luck, my friends!

## ***Build It, But Will They Come?***

**Carol Twigg**

The need to make Web-based interactive learning resources available to faculty in order to accelerate the benefits of technology-based learning has been well recognized in higher education. Indeed, both private foundations and governmental agencies have funded numerous projects. Most recently, efforts such as MERLOT and the MIT OpenCourseWare (OCW) Project have received widespread attention. Most involved in developing and funding these efforts have defined the problem merely as lack of technology-based materials. They seek to create repositories whose contents are vouched for by institutional reputation (MIT) or by individual faculty contributors (MERLOT). The assumption is that providing access to these materials will cause individual faculty to use them in redesigning their courses.

This approach has several drawbacks. Entries are selected and mounted by interested individuals, but the materials are not tied to improved student learning outcomes. Many of the included learning objects are intended for specific (and possibly unique) upper division courses that are not necessarily part of the curricula at other institutions. Other materials are designed for sophisticated students and may not be relevant to a more diverse student body at other institutions. In addition, these projects tend to assume that more options are always better. MERLOT cites "links to thousands of learning materials" as one of its benefits, yet only a tiny subset has been evaluated by anyone other than the contributors. Most importantly, these projects lack a methodology for transfer to other institutions. Their strategy of hope-for-the-best has been tried many times in the past and failed (e.g., programs supported by Apple and IBM in the 1980's and 1990's, and attempts by national organizations like Educom).

To respond to the need for high quality, interactive learning materials, we advocate a fundamentally different strategy. First, we need to create repositories of materials that are research-based-materials that have been tested with large numbers of students at multiple institutions and have demonstrated statistically significant increases in student learning. Second, establishing repositories of materials that have led to increased learning is a good first step, but it is not enough to ensure that they will be used. One must have a transfer methodology. Our experience in the Program in Course Redesign has shown, for example, that supplementing classroom experience with low-stakes quizzes (the materials) may lead to increased learning, but by giving points for student participation (how to use them), instructors can increase student learning substantially. Faculty members and others with experience in how to use the materials need to be paired with less experienced institutions to ensure that the materials will be used successfully.

Let's consider this example in more detail.

At the University of New Mexico (UNM), General Psychology is the largest and most popular undergraduate "killer" course, enrolling 2,250 students annually. Prior to its

redesign, the course was taught in a traditional lecture format with no recitation sections. UNM's primary redesign goal was to improve the course's extraordinarily high 42% drop-failure-withdrawal (DWF) rate, 30% of which were failures and a disproportionate number of which were minority students. With an undergraduate minority student population of approximately 46.4% (31.3% Hispanic, 5.5% Native American and 9.6% other), UNM leads the nation's research universities in student diversity. UNM also has one of the lowest student retention rates among public research universities. UNM students are primarily commuters who work 30 or more hours per week. High failure rates in core curriculum courses such as General Psychology are known to have a strong negative impact on UNM's low overall retention and graduation rates.

UNM's goal of reducing drop and failure rates in General Psychology has been achieved. The failure rate was reduced from previous levels of 30% to 12%, and the DWF rate fell from 42% to 18%. The number of students who received a C or higher rose from 60% to 76.5%, and there were more A (34%) and B (31%) grades than recorded in previous semesters. At the same time, the course was arguably more difficult, requiring students to cover completely a high-level introductory text. Instructors in previous semesters sometimes omitted chapters from the course because they were unable to cover all of the text material.

The redesigned course reduced the number of lectures each week from three to two and incorporated a weekly 50-minute studio session led by undergraduate teaching assistants. These activities were supplemented by interactive Web- or CD-ROM-based activities, quizzes, and programmed self-instruction (PSI) offered on a 24/7 schedule. PSI is a learning technique that provides the individual student a self-paced method of learning new information. Using a branching sequence of interconnected questions, PSI includes repetition, examples, illustrations, and anecdotes to convey important psychology concepts. Students took repeatable quizzes each week requiring a C-level of mastery. Graduate teaching assistants monitored quiz performance, contacting and counseling students who failed to achieve a C-level of performance.

What contributed most to improved student performance? The UNM team believes that the major determinant was the required mastery quizzes. For all quizzes, only the highest scores counted. Students were encouraged to take them as many times as necessary in order to receive a high score and to gain a sense of mastery over the material. Additionally, they were told that questions on the four in-class exams, worth 50 percent of their grade, would be taken from mastery-quiz items. The more often they repeated quizzes, the more likely their chances of seeing actual exam questions.

Students received credit for completing two online mastery quizzes per week for 16 weeks, which represented 25 percent of their grade. Each quiz consisted of 10-20 randomized multiple-choice questions drawn from a pool of 150-200 test bank questions per week; the total pool consisted of approx-



imately 3,000 questions for the semester. An additional 20 percent of their grade was determined by performance on 10 additional quizzes compiled from the self-paced interactive CD-ROM set that accompanied the text, representing another pool of 550 questions. Quizzes were delivered and graded automatically on a 24/7 schedule using WebCT.

An analysis of quiz-taking behavior indicated that the more times students spent taking quizzes and the higher their scores, the better they performed on in-class exams. Students who received grades of C or better took the quizzes on average four to six times. Some students developed strategies to increase exam performance. They would continue taking quizzes even after they had attained perfect scores because doing so would increase their chances of seeing items that might appear on the next exam.

Quizzes closed on a weekly basis corresponding to that week's topic. If students missed a quiz deadline, make-up quizzes, which were identical to the original quizzes, were always available online. To encourage students to take quizzes in a timely manner, however, make-up quizzes counted only 75% of the original quizzes. During the last three weeks of the semester, students were allowed to take "amnesty" quizzes, which were identical to the original quizzes and for which students received full credit for completing.

UNM implemented a quasi-experimental design for two spring 2002 sections (350-450 students each) where all students had access to all components of the redesigned course. Although students in both sections had access to the same instructor, text, CD-ROM, and curriculum, only students in the redesigned section were required to complete all aspects of the course. To determine whether quizzes that were mandatory (required for course credit) or voluntary (no course credit) would differentially affect exam and grade performance, students in one section received course points for completion of weekly online mastery quizzes. Students in the other section were encouraged to take the mastery quizzes (and were told that taking the quizzes would improve their grades), but received no course points for doing so.

On in-class exams, student's in the section that were required to complete quizzes for credit always outperformed students in the section where taking quizzes was voluntary. Students in the redesigned section received more A's, B's, and C's, in addition to fewer C- or below grades, than students in the voluntary quiz section. Students took more quizzes, scored higher, and spent longer on quizzes when course credit was at stake than students in the section where quizzes were not linked to credit. Moreover, relatively few students successfully completed quizzes when credit was not a consequence, and some students chose not to take quizzes at all.

Other projects in the Program on Course Redesign have had equally dramatic results. As part of its redesign of Understanding the Visual and Performing Arts, Florida Gulf Coast University (FGCU) assesses students' development of content knowledge primarily through three multiple-choice,

module exams (one on the Visual Arts, one on the Performing Arts, and one on the contexts of the various arts in the Renaissance through the twentieth century), and also through the application of the content knowledge in short essays analyzing artwork. In the area of content knowledge, students demonstrated a markedly enhanced level of learning in the redesigned course. The average score on standardized exams in the traditional course was 72%; in the redesigned course it was 85%. Further increases in student learning are documented in the grade distribution. The percentage of A's and B's on the standardized exams went from 37% in the traditional course to 77% in the fully implemented redesigned course. The percentage of D's and F's went from 38% in the traditional to 10% in the redesigned course.

The FGCU team attributes increased student performance on the exams directly to students taking required practice tests. In the course redesign pilot, practice tests only counted as part of students' participation grade. Because of this, students only needed to take the practice tests once--regardless of how they scored--to get full credit. After listening to Gordon Hodge, the lead professor at UNM, describe his point system at a grant recipients workshop, FGCU changed its strategy. In the full implementation of the redesign, each course activity that the students must complete is assigned a point value. Each practice test includes 10 questions worth two points each, and the practice tests receive their own grade. The grade that is recorded is the highest score on the test. Students now take the assignments more seriously, banking their points as they progress through the semester. Students take the practice tests repeatedly, with some students taking them as many as 25 times. Questions on the objective portions of the module exams draw questions from the practice test banks. Those students who take the practice tests three or more times regularly score A's on the module exams.

Unlike most of the materials included in MERLOT or MIT's OCW Project, the materials used by UNM and FGCU are research-based; they have been tested with large numbers of students and have led to statistically significant increases in student learning. But simply including those materials in a repository would neither ensure that they would be used effectively. A transfer methodology that teaches faculty how to use them (give course credit for practice) is needed. UNM and FGCU can now say to other institutions, use these materials as we specify and we guarantee that you will see measurable increases in student learning as well as higher retention rates. Can MERLOT or MIT say that?

--Carol A. Twigg

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[For more information about UNM's redesign, contact Gordon Hodge at <mailto:ghodge@unm.edu>. For more information about FGCU's redesign, contact Jim Wohlpart at <mailto:wohlpart@fgcu.edu>.]

## UCF Associate Professor Wins 2003 Best Paper Award



Jacksonville, Florida—3 April, 2003

At the 14th International Conference on Teaching and Learning, April 1-5, 2003, held at the Adam's Mark Hotel, Jacksonville, Florida, Dr. Ruby Evans, Associate Professor of Educational Research, Technology and Leadership, and Coordinator, Community College Specialization area, was named recipient of the 2003 Best Paper Award. There were 15 finalists vying for the prestigious 2003 Overall Best Paper Award.

Evans' paper, "Facilitating Interaction in Web-based Instruction," was selected as the OVERALL BEST paper for the entire conference. Papers were judged and peer reviewed on the following criteria:

- ♦ Quality of content
- ♦ Quality of writing and presentation
- ♦ Focus of the paper (i.e., teaching, learning, technology)
- ♦ Discipline
- ♦ Appeal to an audience of professional, post-secondary educators
- ♦ Theoretical or practical applications.

Coincidentally, the Best Paper award claimed by Dr. Evans on Thursday, April 3, 2003, represented her third article/commentary published in as many weeks. The other articles are:

"Quality Educational Leaders: Those Without Realm, Range Need Not Apply"  
*Black Issues in Higher Education*, March 13, 2003  
<http://www.blackissues.com/031303/dlstword.cfm>

"Chop Wood, Carry Water and Leave Room for the Rocks"  
*Community College Week*, March 17, 2003  
<http://www.ccweek.com/pointofview/index.asp>

A 17-year veteran in higher education, Dr. Evans joined the professorate in the Department of Educational Research, Technology and Leadership at UCF in fall 2002. Evans holds a bachelor's degree in Mathematics Education from Grambling State University, a master's in Applied Statistics from Louisiana State University, and a doctorate in Higher Education, with a specialty in Community College Leadership and minor in Statistics, from the University of Florida.

UCF was well represented at the Teaching and Learning Conference. Other presentations include:

- 1) ARCS Motivation, Technology and Educating the Adult Learner, Yaela Dahan, University of Central Florida;
- 2) Bring your own Bibliography (BYOB), Ruby Evans, UCF;
- 3) Putting the Distance in Distant Education, Ermalynn M. Kiehl, UCF;
- 4) The

- Effect of Technology in Teaching and Learning, Alison Morrison-Shetlar, UCF;
- 5) Teaching Creatively: Ideas in Action, Alison Morrison-Shetlar, UCF, and Mary Marwitz, Georgia Southern University;
- 6) Supporting E-Teams, Lucy C. Morse, UCF;
- 7) A Good Instructional Designer is Hard to Find?, Cheng-Chang (Sam) Pan and Richard Cornell, UCF;
- 8) Does Students' Attitude Toward a Course Management System Matter?, Cheng-Chang (Sam) Pan, UCF;
- 9) Adding an Online Component to Interactive Television Improves Faculty Evaluations, Linda Beats Putchinski, UCF;
- 10) Adult Learner Perspective Transformation Through Electronic Reflective Writing, Judith P. Ruland, UCF, and Nancy R. Ahern, Bethune-Cookman College, Florida;
- 11) Creating Cooperative Groups in Large Introductory Physics Classes, Jeff Saul, UCF;
- 12) Second Generation Online Faculty Development: Targeting Deliverers vs. Developers, Kelvin Thompson, UCF;
- 13) Convergences: How Ecomposition Fosters Interdisciplinarity, Kathleen L. Bell, UCF;
- 14) Legal Research in the Studio Classroom: Print to Online Research, Carol M. Bast, UCF;
- 15) Transforming to a Web-Based Course Using The Seven Principles, Nancy R. Ahern, Bethune-Cookman College, Florida, and Judith P. Ruland, UCF

## Faculty Center Showcases Artist, Dr. Nazim Muradov



Nazim Muradov, Ph. D. Chemistry, MS petroleum/chemical engineering, is a principal research scientist at the Florida Solar Energy Center. He is a PI in hydrogen fuel research funded by NASA and U.S. Department of Energy. Recipient of the UCF (Institutes and Centers) Distinguished Researcher of the Year Award (1996).

Dr. Muradov is a self-taught artist, working in different media including paintings in oil and mixed media as well as metal and ceramic sculpture. His art has been shown previously in Russia as well as locally in Melbourne and UCF-BCC joint library in Cocoa. Being an experimental chemist, Dr. Muradov tends to experiment with his artwork, for example, using uncommon materials and techniques. Space is a primary theme in his artistic experiments. In his paintings he uses techniques similar to those employed in some sculptures creating dense-textured almost three-dimensional compositions. Dr. Muradov explores some topical issues of the day, for example, cloning ("Dolly", "Embryo"), and our place in the Universe ("Universe", "Birth of Star", "Storm on Jupiter"). You are invited to see his artwork on display in the Faculty Center.



## Course Innovation Projects Fall 2003 Request for Proposals

**Please submit by Friday, September 26, 2003  
in the Faculty Center, CL1-207  
or FAX 407.823.2355**

The Faculty Center for Teaching and Learning is calling for the submission of proposals by any UCF faculty who has an interest in improving a course along any of the following themes:

1. Assessment and the documentation of teaching and learning
2. Active and collaborative learning
3. Problem-based learning
4. Service learning
5. Employing new technologies in the learning environment
6. Teaching in a studio classroom

Faculty will participate in several workshops (12 contact hours) and receive support from staff in the Faculty Center and other support units as they develop new approaches and materials for their classes. The workshops will include a series of hands-on experiences designed to help explore teaching techniques and learning activities that have proven effective. Additionally, faculty will receive support specific to their project needs. By completing the workshops and producing a final project for dissemination, faculty will receive a \$500 stipend.

### Thursday Workshops

Dates: Oct. 2, Oct. 16, Oct 30 and Nov 6  
Time: 1:30 pm to 4:30 pm  
Location: CL1-207

All applications will be evaluated using the following criteria.

- Project focus
- Viability of project
- Benefit to University in terms of quality and productivity
- Specific plans for accountability of outcomes

The participants will also become part of an ongoing research project on effective teaching and learning. Faculty will be requested to share data on the effectiveness of activities and environments on student learning for potential publication. Participants may also use any data collected in their classroom for their own publication.

Please complete the RFP (available at [http://www.fctl.ucf.edu/events/faculty\\_dev](http://www.fctl.ucf.edu/events/faculty_dev)) and submit it to the Faculty Center as soon as possible.

***The Common Theme: Connecting the UCF Community  
An Invitation from John Schell, Dean of Undergraduate Studies***

"Connecting the UCF Community: Brown v. Board of Education" is a year-long project to commemorate the 50th anniversary of the Supreme Court's decision that changed our society. The end of the project is to engage our undergraduate students and faculty in a common cross-disciplinary conversation, furthering the development of a unique UCF experience. The Office of Undergraduate Studies and the Metropolitan Center for Regional Studies hope this common-theme initiative will become an annual, university-wide event.

To facilitate the Brown v. Board discussion, a committee of faculty, administrators, and students has gathered a collection of essays and articles—pro and con—most of them contemporary to the 1954 court decision. This Common Reader opens with a two-page excerpt from Earl Warren's decision, and it closes with a 2002 news article from the *Orlando Gazette* chronicling the re-segregation of American schools.

Some curriculum has been redesigned to reflect the issues that Brown v. Board inspires, including the freshman composition sequence and Fundamentals of Oral Communication. Other courses have been redesigned by faculty, two dozen of whom were sponsored by the Office of Diversity Initiatives to attend their 2003 Summer Workshop and infuse the issue of racial justice into their classes.

To focus discussion during the academic year, numbers of events are planned. Speakers such as Gary Orfield, Henry Louis Gates, Jr., Stephen Carter, Cornell West, Rebecca Walker, and others will stimulate discussion. Dramatic presentations, movies, dormitory debates and a documentary series are among other events planned.

I believe that discussions like ours about Brown v. Board of Education are essential for the pursuit of American justice. Please join the conversation—and encourage your students to do so, as well. Assign one of the short essays from the Common Reader (copies of the reader are available upon request) and discuss aspects of Brown v. Board in your class. Assign to your students 2-3 of the year's many events for extra credit. Join the coordinating committee at work on this project.

Please support the 2003-2004 Connecting the UCF Community: Brown v. Board of Education initiative!

For more information please visit <<http://pegasus.cc.ucf.edu/~undergrd/community/index.html>>.

***Faculty Center Funding Opportunity***

**Winter Faculty Development Conference:  
December 15 - 17**

The Faculty Center for Teaching and Learning will provide forty \$500/person grants for faculty members who seek to modify their face-to-face or web-enhanced courses for the purpose of improving teaching, learning, and evaluation. Faculty members from all colleges are invited to apply and team submissions will be given preference. Faculty will receive support from staff in the Faculty Center, OIR, CD&WS, and the Library, who will provide a series of hands-on experiences designed to help explore teaching techniques and student participation activities that have proven effective in teaching with multimedia or web supports, as well as in large or small class settings. Participants in this project will be invited to later serve as mentors during upcoming Summer Faculty Development Conferences. Please see our website for details.

***New GTA Certificate Program***

The Faculty Center for Teaching and Learning invites new Graduate Teaching Assistants to enroll in our GTA Certificate Program. Students will receive group and individualized instruction by Faculty Center staff and experienced UCF professors, as well as textbooks and materials. The GTA's will attend a 12 week, non-credit program, or beginning Spring 2004, a credit-earning 16 week course. Graduate coordinators should refer candidates to the Faculty Center for information and registration. Participation will be limited, so please plan ahead. Any faculty members wishing to make presentations should also contact us.

*"Many instructional arrangements seem "contrived," but there is nothing wrong with that. It is the teacher's function to contrive conditions under which students learn. It has always been the task of formal education to set up behavior which would prove useful or enjoyable later in a student's life."*

*B.F. Skinner*



**Teaching Related Conferences**

**28th Annual POD Conference**  
**Vision, Metaphors, and Images**  
**Professional and Organizational Development Network in Higher Education**  
 October 8-12, 2003  
 Denver, Colorado  
<http://www.podnetwork.org/conferences/2003/index.htm>

**EDUCAUSE 2003**  
**Balancing Opportunities, Expectations, and Resources**  
 November 4-7, 2003  
 Anaheim, California  
<http://www.educause.edu/conference/annual/>

**8th Annual Conference on Learning Communities and Collaboration**  
**Student Learning and Engagement in Learning Communities**  
 November 5-7, 2003  
 Indianapolis, Indiana  
<http://lcc.uc.iupui.edu/>

**The Ninth Sloan-C International Conference on Asynchronous Learning Networks (ALN)**  
**The Power of Online Learning: Implications for Teaching and Learning**  
 November 14 - 16, 2003  
 Orlando, Florida  
<http://www.aln.ucf.edu/>

**23rd Annual Lilly Conference on College Teaching**  
**The Art and Craft of Teaching**  
 November 20-23, 2003  
 Oxford, Ohio  
<http://www.units.muohio.edu/lillycon/>

**Syllabus Fall 2003**  
 December 8-10, 2003  
 Cambridge, Massachusetts  
<http://www.syllabus.com>

**The Hawaii International Conference on Education**  
 January 3-6, 2004  
 Honolulu, Hawaii  
<http://www.hiceducation.org/>

**Teaching for Wisdom**  
**The Collaboration for the Advancement of College Teaching & Learning**  
 February 19-20, 2004  
 St. Paul, Minnesota  
<http://www.collab.org>

**Association for American Colleges and Universities:**  
**The Network for Academic Renewal Conference**  
**Valuing General Education and Assessment: Campus-Wide Collaboration for Engaged Liberal Education**  
 March 4-6, 2004  
 Long Beach, California  
<http://www.aacu.org/meetings/generaleducation/index.cfm>

**2004 AAHE Learning to Change Conference**  
**Learning in 3-D: Democratic Process, Diverse Campus, Digital Environment**  
**American Association for Higher Learning**  
 April 1-4, 2004  
 San Diego, California  
<http://www.aahē.org/convenings.htm>

**2004 AERA Annual Meeting**  
**American Educational Research Association**  
 April 12-16, 2004  
 San Diego, California  
<http://www.era.net/meeting/>

# Hey UCF, have you seen the new Test Scoring Form? Let us fill you in...

**STUDENTS TAKING THE EXAM:**

**Your PID goes here.**

Don't know your PID?  
Get it from  
<https://connect.ucf.edu>  
or ask your instructor.

**STAFF TAKING THE EXAM:**

**"X" plus your EMPLID goes here.**

Don't know your EMPLID?  
Reference the top portion  
of your time sheet or ask  
your instructor.

**INSTRUCTORS GIVING THE EXAM:**

**"K0000000" goes here to denote this test form is the key.**

The word "KEY" should be written on the form's screened blank area.

Printed in U.S.A.

DA SU NA

ITEM COUNT

HOUR/DAY

TEST FORM  
A B C D

EXAM NO.  
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5 5 5  
6 6 6  
7 7 7  
8 8 8  
9 9 9

SCORE		# CORRECT
		% CORRECT
RESCORE		# CORRECT
		% CORRECT
ROSTER NUMBER		SCORE
		RESCORE

UCF

**New Test Scoring Form**

Test Scoring has a new form that is to be used for administering and grading all exams that use Test Scoring's services. The new form will be available for purchase from the Bookstore or UCF Office Supply Store for the Fall 2003 semester after August 1, 2003. The new form will be used for grading exams starting Fall 2003 classes. The earlier form, was a strawberry color, will not be accepted after August 1, 2003 by Test Scoring.

The new form is a raspberry color with the UCF monogram on the front. The major change on this form is to allow for students to fill in their PID or staff members to fill in their People Soft EMPLID in the I.D. Number box. For further details, you may navigate to <http://www.acs.ucf.edu> and go to the Test Scoring form announcement on our web page.

Please tear this page out along perforation and keep for quick reference.

### ***Campus Quick References***

**Who is my first contact for any faculty-related questions?**

Faculty Center for Teaching and Learning  
[www.fctl.ucf.edu](http://www.fctl.ucf.edu)  
407.823.3544

**How can I find my way around the UCF Campus?**

Campus Map  
<http://www.ucf.edu/campusmap/>

**How do I know when the semester starts? Ends? When do I give my final exams?**

Academic Calendar  
[http://www.ucf.edu/toplinks/academic\\_calendar.html](http://www.ucf.edu/toplinks/academic_calendar.html)  
<http://pegasus.cc.ucf.edu/~enrsvc/registrar/exam-schd.html>

**What is the difference between my PID and my NID?**

Your PID (Personal ID) is used to access information on polaris  
[connect.ucf.edu](http://connect.ucf.edu)

Your NID (Network ID) is used to access network services such as your email.

**Where do I get my UCF ID Card?**

UCF Card Office  
[www.ucfcard.ucf.edu](http://www.ucfcard.ucf.edu)  
407.823.2100

**How do I get a parking decal?**

Parking Services  
[parking.ucf.edu](http://parking.ucf.edu)  
407.823.5813

**What do I do regarding seriously disruptive students or emergencies?**

Police Department  
[police.ucf.edu](http://police.ucf.edu)  
407.823.5555

**Where do I go for help with digital imaging, photography, teleconferences or video production?**

Office of Instructional Resources  
[www.oir.ucf.edu](http://www.oir.ucf.edu)  
407.823.2571

**Where do I go to develop online materials for a course, or to learn how to use WebCT?**

Course Development and Web Services  
[reach.ucf.edu/~coursedevel](http://reach.ucf.edu/~coursedevel)  
407.823.3718

**How do I place books on reserve for my class, or suggest books for the library to get?**

Library  
[library.ucf.edu](http://library.ucf.edu)  
407.823.2562

**Who can I call for help with dial-up internet, wireless internet, on-campus internet, e-mail?**

Computer Help Desk  
[helpdesk.ucf.edu](http://helpdesk.ucf.edu)  
407.823.5117

**How can I access my GroupWise email from any computer with an internet connection?**

Login at [mail.ucf.edu](mailto:mail.ucf.edu) with your GroupWise login and password.

**Does UCF have a toll-free number I can use to dial up to the internet while I am traveling?**

UCF on-the-go <http://www.ucf.edu/onthego/>

**How do I make sure the bookstore carries my textbook?**

UCF Bookstore  
407.823.2665

**Does UCF have a gym for faculty to use?**

Wellness Research Center  
407.823.3509  
<http://pegasus.cc.ucf.edu/~wrcenter/>

**How do I buy tickets for UCF Athletic events?**  
Athletic Ticket Office  
407.823.1000

**How do I open an account at the UCF Credit Union?**

UCF Credit Union  
407.249.0008

**Where can I send my students when they need help proofreading or editing their paper for my course?**

University Writing Center  
[www.uwc.ucf.edu](http://www.uwc.ucf.edu)  
407.823.2197

**Where can my students go for tutoring or supplemental instruction?**

Student Academic Resource Center  
[www.sarc.sdes.ucf.edu](http://www.sarc.sdes.ucf.edu)  
407.823.5130

**Where can students go to find a job after graduation?**

Career Resource Center  
407.823.2361

**Who can I work with to help accommodate students with disabilities?**

Student Disability Services  
407.823.2371

**Where can I send a student who is having emotional difficulties for counseling?**

Counseling & Testing Center  
[www.counseling.sdes.ucf.edu](http://www.counseling.sdes.ucf.edu)  
407.823.2811

**Where can I refer a student who needs medical care?**

Student Health Center  
407.823.2701

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## **Submissions**

The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full- and part-time faculty and teaching assistants at all UCF campuses. Its purpose is to provide an exchange of ideas on teaching and learning for the university's community of teachers and scholars. It is envisioned that this publication will inspire more dialogue among faculty, whether in hallway discussions, departmental meetings, or in written articles. Toward this latter goal, the *Faculty Focus* will lead to an annual "Best Practices" edition where some of the ideas that were generated in the bi-semester editions will be expanded and developed into full articles. The annual edition will be peer-reviewed and disseminated regionally. This represents an opportunity for faculty to reach their peers throughout the growing Central Florida community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay see the guidelines for submission online at <[www.fctl.ucf.edu/focus/guidelines.htm](http://www.fctl.ucf.edu/focus/guidelines.htm)>. Publication dates will be the middle of the first and last full months of each semester, and submission deadlines will be the Friday of the week prior. MLA format is preferred. Please send your submissions to *Faculty Focus*, [fctl@mail.ucf.edu](mailto:fctl@mail.ucf.edu).

Eric Main, *Editor*

Jeremy Darty, *Graphic Designer*

Faculty Center

CL1-207, 407-823-3544

***Check us out Online!***



**[www.fctl.ucf.edu](http://www.fctl.ucf.edu)**

***Faculty  
Center***

Karen L. Smith Faculty Center for Teaching and Learning

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Orlando, FL, 32816-0066