Teaching at UCF
2012–2013
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SECTION I: Welcome to UCF

Introduction

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The University of Central Florida is one of the largest and fastest-growing institutions of higher education in the United States and is committed to excellence in teaching, research, and service. That commitment is evidenced in part by the university’s significant investment in faculty development and support in all of these areas. The contents of this book will provide you with an overview of resources and policies that pertain to your many roles as a faculty member.

The Karen L. Smith Faculty Center for Teaching and Learning (FCTL) is a hub for campus-wide faculty development opportunities and is a division of Academic, Faculty, and International Affairs. The center was established by President John C. Hitt and Provost Gary Whitehouse in 1997 at the request of faculty members, with a vision of serving as “the model environment where scholars innovate, invigorate, and explore the art of teaching and the science of learning.” We offer a variety of services and activities, as listed below. If you are considering trying out a new technique in your class, hoping to conduct informal or formal research about a teaching approach, or if you want to talk about how and
when to incorporate cutting-edge technologies into your courses or presentations, we are here to support you and to help you find other useful resources on campus and beyond. The FCTL model relies on a collaborative community of colleagues sharing teaching and research challenges and successes.

You will see in the following pages that FCTL is just one of many groups on campus who are eager to support your multifaceted work as a faculty member. Materials in this guide have been collected from numerous sites across campus and are up-to-date at the time of this printing. Be sure to contact our office or the entities listed in the following pages if you have questions about these topics or others that are not addressed in this text. We see this as a living document that will change regularly in response to campus policies and faculty needs. The online version of the text is available at [http://www.fctl.ucf.edu/](http://www.fctl.ucf.edu/). Whether you are a first-time instructor, a seasoned veteran of the classroom, or something in-between, you’ll find useful information here that we hope will make your teaching experience as successful as possible.

Faculty Center Services and Activities Include:

- Book clubs (recent books include *The Art of Happiness, College of the Overwhelmed, Outliers, Mad at School*, and *Mirroring People*)
- Class observations (an FCTL staff member will observe a class and provide a brief report and debriefing with faculty members; staff members can also make a video recording of a class for professional development purposes)
• Course Innovation Projects (funded opportunities for faculty members to learn about and incorporate specific, new teaching strategies into their courses—sample topics include large-class management, teaching in the video mode, and incorporating student engagement into STEM courses)
• Culture Night (faculty members from various nations get together each month during the academic year to share food and fun)
• Faculty Development Cohorts (funded opportunities for faculty members to pursue specific types of professional development—recent examples include “How to Write a Journal Article in Twelve Weeks” and “Research Design for Scholarship of Teaching and Learning”)
• Faculty Learning Communities (faculty members meet six times over the course of the year to explore a variety of professional development topics)
• Faculty work space (feel free to stop by the center between classes to check your email, have a cup of coffee, or do some grading)
• Friday Morning Faculty Writing Club (faculty members are invited to spend time in FCTL working independently on their research)
• Individual consultations with faculty on any teaching-related topic
• Library (the FCTL has an extensive collection of books related to teaching and learning across the disciplines available for checkout to faculty)
• Summer Faculty Development Conferences (each summer the center cohosts this opportunity for
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- faculty members to work in teams on projects related to teaching and learning
- Teaching Circles (informal conversations among faculty about topics ranging from teaching honors students to working with graduate students)
- Tech Camp (two-day event that introduces faculty members to a large number of emerging learning technologies)
- Technology support (including clickers, lecture capture, iPads, and more)
- Training for adjunct faculty and graduate teaching assistants and associates
- Weekly workshops on basic teaching principles, engaging students, teaching with technology, assessing student performance, and more
- Winter Faculty Development Conferences (each winter the center hosts this opportunity for faculty members to participate in collaborative learning on topics of interdisciplinary interest)
UCF Students at a Glance

The Fall 2011 enrollment at UCF was 58,587.

The First Time in College (FTIC) class for the academic year 2010–2011 of 3,754 students had an average SAT score of 1250 and a high school grade point average of 3.87. In 2010–2011, the top ten bachelor degrees awarded were:

1. Psychology BS
2. Elementary Education BS
3. Finance BS/BA
4. Nursing Generic BSN
5. Marketing BS/BA
6. Hospitality Management BS
7. Interdisciplinary Studies BS
8. Political Science BA
9. Accounting BSBA
10. Criminal Justice BS

For Fall 2011, the diversity profile of the undergraduate population was:

- 60.7% White
- 17.6% Hispanic/Latino
- 9.9% Black/African-American
- 5.4% Asian
- 1.5% Multi-racial
- .3% American Indian/Alaska Native
- .2% Native Hawaiian/Other Pacific Islander
- 4.4% Other or Not Specified
Undergraduate Enrollment by College:

10,813  Sciences
7,880  Business Administration
6,708  Health & Public Affairs
6,098  Engineering & Computer Science
4,609  Arts & Humanities
3,716  Education
2,783  Hospitality Management
2,463  Medicine
2,274  Nursing
1,869  Undergraduate Studies

The undergraduate population in Fall 2011 was 22,791 male and 27,139 female. The overall average student age (including graduate) was 24, with 24% of the population over the age of 25.

More facts about UCF can be viewed at
http://www.iroffice.ucf.edu/character/current.html
A Note to Regional Campus Faculty Members

Regional campus faculty, staff, and students are critical to UCF’s success and mission. Some policies vary from campus to campus, and in this first edition of Teaching at UCF we were not able to address all policies for every campus. To find out more about policies regarding campus-specific issues such as office space, reimbursement for travel among campuses, emergency procedures, parking, and student services available on-site, please reach out to your department chair or school director and to contacts at your regional campus. Faculty Center staff members will be happy to come to your campus to offer you assistance or to make our services available via phone or web conferencing at your convenience. Please contact us any time for this assistance.

Orientations

Orientations vary by audience:

- **Nine-month and 12-month Faculty**: Two orientations are required for new nine-month and 12-month faculty: the benefits and payroll orientation from Human Resources and the Academic Orientation from the Faculty Center (the latter is offered only in the Fall term).
• **Adjuncts:** While there is no required orientation for adjuncts, the Faculty Center for Teaching and Learning offers a retreat prior to the start of each term. New adjuncts are highly encouraged to attend this retreat to learn about the basics of teaching at UCF and the campus support network.

• **Graduate Teaching Assistants (GTAs):** All GTAs take required online training before their contracts are finalized by Graduate Studies. Instructors of Record (Graduate Teaching Associates) must also complete a one-day, face-to-face training that occurs before the start of every semester.

**ID Numbers**

As part of the hiring process for all types of instructors at UCF, you will be assigned three identifiers:

• **EMPL-ID (employee ID):** a seven-digit number used primarily for financial records

• **PID (personal ID):** the first initial of your first name (as specified on your social security card) followed by the seven-digit EMPL-ID (some faculty members hired before 2005 have PIDs that more closely resemble their names), used to access myUCF, the campus portal

• **NID (network ID):** an identifier used for computer log-on and email access; possibly part of your first and last name (or possibly the first two letters of your first name, then six numbers, depending on your hire date)
To find your PID (which includes your EMPL-ID per above) and your NID, you can go to http://my.ucf.edu/ and click on “What are my PID and NID?” below the log-in fields. You will be prompted to enter your name, email address, and birth date.

If the system cannot find a record for you, then either your hiring form has not been fully processed or your NID has not been generated. Both identifiers must be available for this system to give you either. You may wish to check with your department to verify all necessary materials have been submitted.

PIIDs and NIDs have separate passwords. To reset your PID password, visit http://mypid.ucf.edu/. To reset your NID password, visit http://mynid.ucf.edu/. In both cases, you will need a number listed on your UCF faculty ID card. If you do not have the UCF faculty ID card, you will need to call the Service Desk (407-823-5117) for assistance.

**Parking**

- **Orlando campus:** Parking on campus requires a permit. You will need a PID to purchase your parking permit online. If you do not yet have a PID, complete as much of the online registration form (https://secure.parking.ucf.edu/) as you can and then bring your hire letter or contract, plus your driver’s license, to the Parking Office at Garage B to purchase the permit in person.

  Visit https://secure.parking.ucf.edu/ to apply for a parking permit. All vehicles must be registered...
online before you can click to purchase a permit for the semester (or the year).

Note that faculty members are required to purchase “B” permits, which allow for parking in faculty lots as well as student lots. Adjuncts are allowed to purchase less expensive “C” permits, which provide limited parking access, instead if they desire.

- **Regional campuses**: Check with the administration office at your regional campus to inquire whether parking permits are required. At some, such as the Cocoa campus, a permit is required but can be obtained from the office at no cost.

**Textbooks and Desk Copies**

Florida law dictates that information about textbook orders must be available to students at least 30 days before the start of a term; at UCF, we maintain compliance with this regulation by reporting all textbook orders (or statements that there are no textbooks for a course) to the UCF Bookstore. The fastest and easiest way to submit book requests is through the UCF Bookstore’s online book request system, which provides information about which texts were used, by course, over the past two years, as well as resources for researching textbooks you may be considering. It’s always a good idea to check with the bookstore near the beginning of the semester to make sure that your books are available for purchase by students. Also, be sure to keep your department informed
about the books you’ve ordered so they can answer student questions and confirm department-wide compliance with the state-mandated deadlines.

Desk copies (free copies of the textbook for use by the faculty member, often with answers to questions and teaching suggestions) are typically provided through a campus representative from the book publisher. One common method for getting in touch with this person is to ask a colleague or your department chair to e-mail that representative with your name and contact information, or you may order straight from the publisher. Publisher policies vary. If you need a textbook quickly, talk with your department chair or administrative personnel about other options.

**Faculty ID Card**

To acquire your faculty ID card, which you will need on a regular basis, present your hire letter or contract at UCF Card Services (located in Knights Plaza near the UCF Arena). You will need a faculty ID card if you wish to use the library. Also, to manually reset your online passwords, you will need the 16-digit number that is printed on your faculty ID card. You’ll need your ID card for a number of campus services, such as showing it to campus police if you need to be admitted to your locked classroom or office.

**Faculty Email Account**

Most (but not all) departments on campus use Outlook (Exchange) email, with the address format
first.last@ucf.edu (though you may change this default later). Your department must initiate the creation of an email account for you. Once you have an account, you can access email by configuring the Outlook client or by using the web-based interface at http://webmail.ucf.edu/.

If you have any questions about Outlook account requests, please contact the Service Desk (407-823-5117) or visit http://www.servicedesk.ucf.edu/ for more information.

MyUCF Portal

Many electronic functions of the university are accessible through the myUCF “portal” located at http://my.ucf.edu/ (you will log in with your PID and your PID-specific password). On the menu to the left are self-service areas for you as an employee (paycheck, direct deposit, contact information, benefits) and for your instructional roles (official roster, submitting grades at the end of the term). Across the top is a tab for “Online Course Tools,” which contains links to the Course Management Software (dubbed “Webcourses” at UCF), the eCommunity tool to see photos of your students, and myUCF Grades (for unofficial reporting to students during the semester).

Wireless Access

The Network Operations Center (NOC), a division of Computer Services and Telecommunications, controls access to the UCF wireless network. Students and employees at UCF’s Orlando campus should connect to
“UCF_WPA2” for wireless service. Log in using your UCF NID password.

Computers in most offices require log-in through the .NET domain. Once you are logged in to your computer (or other wireless device) on the .NET domain, you will be able to select the wireless network and be automatically connected. Windows will use your .NET username and password for secure sign-on. Check with your department representative for further assistance if your office does not use the .NET domain for login.

Advising Students

Faculty Advisors

Faculty members are regularly asked to advise students on planning their course of study. If you need access to the advising functions in the myUCF Portal and do not have them, speak with your department chair.

Faculty roles as advisors may include:

- Sharing knowledge of the requirements of program of study and changes from recent years
- Sharing knowledge of careers available to students with specific majors and minors
- Assisting students in yearly planning of coursework
- Suggesting course substitutions (which must be approved by program coordinators or directors)
- Being available for advising during peak hours (orientation and registration periods)
• Recommending appropriate electives to prepare students for a career path

In some departments and colleges, most academic advising for undergraduates is conducted by professional advisors (staff who are not part of your department). When students are accepted to UCF, they work with advising offices from Student Development and Enrollment Services (SDES) such as First-Year Advising or Transfer and Transition Services. Special populations, such as athletes and honors students, have their own advising offices. Once students declare a major, they receive advising from college, school, and/or department advising offices. Contact information can be found online: http://www.fctl.ucf.edu/FacultySuccess/Advisors/offices.php

Faculty members with questions about advising procedures or degree requirements should turn to their college advising office or department advisor for assistance.

**UCF Career Services**

Faculty members may refer students to Career Services for additional resources and advising.

Career Services offers such resources as:

• Career counseling and assessments
• Career workshops and expos
• Résumé assistance and practice interviews
• Alumni mentoring
• Graduate school preparation

Faculty members may also request a Career Services speaker to conduct in-class workshops or information sessions as part of Career Services Outreach, UCF’s cocurricular program designed to bring professional development information to students in their classrooms. Contact information can be found online: http://www.career.ucf.edu/.

Academic Integrity

As members of the academic community, we are entrusted to embody the principles and behaviors of ethical scholars and to pass those on to our students. Academic integrity informs our teaching, mentoring, research, and service. Our ethical character affects the validity and sustainability of all of our practices, whether delivering instruction, assessing student learning, creating intellectual property, supervising staff, or managing grants. UCF is committed to promoting a culture of academic integrity, and it is expected that faculty, administrators, staff, and students work together to meet our personal, professional, and social responsibilities.

To assist in the communication of our expectations, the UCF Golden Rule addresses student rights and responsibilities and informs faculty members about the processes related to academic integrity and other types of student conduct concerns. Students are bound by the Golden Rule, which includes codes of conduct that extend even to off-campus and after-hours activities. Some
elements of the Golden Rule also apply to faculty members, such as the requirement to report academic dishonesty if you become aware of it.

The full Golden Rule can be read online at http://goldenrule.sdes.ucf.edu/.

A number of actions can be taken in response to an incident of academic dishonesty. Some include:

**ACADEMIC ACTION**, Taken by Instructor, Chair, or Dean of College

1. Loss of credit for specific assignment, exam, or project
2. Removal from course with a grade of “F”

**PROGRAM ACTION**

1. Probation with the program
2. Dismissal from the program

**CONDUCT REVIEW ACTION**, Taken by the Office of Student Conduct

1. Warning
2. Probation
3. Suspension (Permanent conduct record with UCF)
4. Expulsion (Permanent conduct record with UCF)

When instructors report academic misconduct, they have the option to file the report “for informational purposes only,” under which the Office of Student Conduct will not take any administrative action (but there is then an administrative record in case the student is dishonest again).
For more information, contact the Office of Student Conduct at 407-823-4638.

Please note that in 2011, a task force on academic integrity proposed significant changes to the process for handling academic misconduct. Official changes to the policy will come starting Fall 2012 are available at http://osc.sdes.ucf.edu/.

Z Designation for Academic Misconduct

For undergraduate students, incidents of academic misconduct in a course will be noted by a grade preceded by the letter Z. Thus, semester grades such as ZA, ZB, ZC, ZD, or ZF may appear on student transcripts.

Please note that the Z designation is separate from the Student Conduct Process, which may include additional sanctions, such as disciplinary warning, disciplinary probation, disciplinary suspension, or expulsion, but that the Office of Student Conduct must be involved when a Z grade is reported.

For information about the process, appeals, and ramifications of the Z designation, visit http://goldenrule.sdes.ucf.edu/.

Turnitin.com

To assist instructors and thesis/dissertation advisors to deter and detect plagiarism, UCF has purchased an institutional account with turnitin.com, an automated system that instructors can use to quickly and easily
compare each student’s document to websites and many journals and publications, as well as an extensive database of student papers that grows with each submission. After submitting the paper, an instructor receives a report that states if and how another author’s work was used. FCTL and the Office of Student Conduct collaborate to conduct workshops that help faculty to learn how to interpret these reports. To obtain an instructor account and receive this training, look for one of the workshops on turnitin on the Faculty Center calendar at http://www.fctl.ucf.edu/site/calendar/ or contact the Faculty Center at fctl@ucf.edu.

Faculty Responsibilities

UCF Faculty Handbook

The online Faculty Handbook, maintained by the Office of Faculty Relations, contains links to many important regulations, policies, procedures, and guidelines of UCF employment (including the collective bargaining agreement). There are also sections on evaluations, tenure, awards, and sabbaticals, as well as a detailed explanation of the conflict of interest form that all faculty members must complete and submit at least once each academic year. The URL for the online handbook is http://facultyrelations.ucf.edu/.
Office Hours

Office hour policies vary among departments and schools, so check with your chair or director to find out how many office hours you are expected to schedule, whether they need to be spread out over a certain number of days in the week, if there are restrictions on where they must be held, and if policies vary for online courses. General campus practice typically suggests a minimum of 1.25 office hours for each class you teach. Faculty members are required to list office hours on their syllabi and to note that other times may be available by appointment.

Class Cancellation

There is no required campus-wide protocol for canceling a class session, though care should be taken not to cancel a class frequently during a semester or to move it online simply for convenience. The modality (face-to-face versus online) of a course is not subject to the instructor’s preference and should not be changed from what is listed in the course catalog. An individual class session can be canceled due to unforeseen circumstances (for instance, if you become ill). Because there is no centralized office to report this to, you should inform your department as well as your students as soon as possible. As an alternative to canceling the class outright when you are attending a conference or have another planned absence, you may wish to consider inviting a guest speaker from the UCF Library staff who could talk about citations in your field or database searches, a representative of the Student Academic Resource Center (SARC) who could discuss study skills with your students, or a representative of Career
Services who could provide a career workshop or information session. Always let your chair or director know if you are planning to cancel a class for any reason.

UCF Final Exam Policy

POLICY STATEMENT:
A final examination should be given in each course that is taught. In courses in which a final exam may be inappropriate, an alternative final assessment may be used. Regardless of the type of mechanism employed for final assessment, each faculty member will meet with his or her class for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period. For full policy details, go to http://policies.ucf.edu/documents/4-400.2FinalExamsFINALFinal3.pdf.

Textbook Order Deadline Compliance

Florida law dictates that faculty members are responsible to make information about textbook orders available to students 30 days before the start of a term. See “Textbooks and Desk Copies” within this document for more information.
**Legal Matters**

**FERPA**

FERPA, the Family Educational Rights and Privacy Act of 1974, as amended, protects the privacy of student educational records. It gives students the right to review their educational records, the right to request amendment to records they believe to be inaccurate, and the right to limit disclosure of those records. An institution’s failure to comply with FERPA could result in the withholding of federal funds by the Department of Education.

With the exception of “directory information” (which includes student major, address, date of birth, attendance and enrollment status, degrees, and sport information), student records are to be considered confidential. Items that you should keep private include:

- Student ID number (PID)
- Email address
- Grades (assignment and course)

There are several practical consequences of FERPA for faculty members.

- You should not leave graded material (exams, papers, etc.) in a public area for other students to see.
- You should not post grades publicly in a way that includes names or any part of ID numbers (only a truly random code would be acceptable for such
posting; it’s simpler to use the electronic myUCF Grades in the portal for this kind of grade dissemination).

- Take care to protect digital student records. Do not store protected student information on a USB drive or other device that is not password protected. If a device containing protected information is lost or stolen, report that information to your chair or director as soon as possible.
- You should not pass around attendance sheets in class that include student PIDs, which are to be kept private.
- You should never ask students to provide Social Security numbers for any purpose.
- You should not use the telephone or email to provide assignment or final grades to your students. Face-to-face dissemination is required, unless you use the officially sanctioned electronic means of myUCF Grades and/or Webcourses. The communication of individual comments and feedback via email, however, is permitted.

The UCF Registrar’s Office maintains a website on FERPA (http://www.registrar.ucf.edu/ferpa/welcome/). Faculty should visit this site to become acquainted with FERPA.

Additionally, instructors are encouraged to complete the online FERPA training provided by the Registrar’s Office, which will show up as an official PeopleSoft training certificate. To enroll:

- Log on to the myUCF portal using your PID and myUCF password
- On the myUCF menu select Employee Self Service
• Select Learning and Development
• Select Request Training Enrollment
• Choose one of the four search methods to continue the enrollment process (search by course name: “SR FERPA Training - Web” or course number “SR100W”)
• Once you submit the training request, you should receive an email confirming your enrollment. The email will be sent to the primary email address indicated on your Personal Information Summary page in Employee Self Service.
• Student Records online courses are provided through Webcourses@UCF delivery platform, which is hosted on the web. You will be granted access to the online course(s) within 24 hours. When the 24-hour waiting period elapses, you may access the online course(s) through the myUCF portal by clicking the “Online Course Tools” tab. The course hyperlink will be listed under the Webcourses@UCF pagelet.

**Students with Disabilities**
Information from Student Disability Services:

**Faculty and Student Responsibilities:** Students with disabilities bear the primary responsibility of notifying the university about their requested accommodations. If a student needs an approved accommodation, the faculty member, student, and Student Disability Services (SDS) must collaborate to provide the accommodation. If a student requests an accommodation prior to registering with SDS, the faculty member should not provide
the accommodation but instead refer the student to SDS. If an accommodation is warranted, SDS will issue the student a letter to bring back to you.

**Faculty-Student Relationships:** Dialogue between the student and instructor is essential early in the term, and follow-up meetings are recommended. Faculty should not feel apprehensive about discussing a student’s needs as they relate to the course. The student’s own suggestions, based on experience with the disability and with schoolwork, are valuable ideas in facilitating course instruction.

**Attendance and Promptness:** As a general rule, students with disabilities are expected to meet the same attendance and promptness requirements as all other students. However, flexible attendance policies may be appropriate accommodations for some students due to their documented disabilities. For example, students using wheelchairs or other assistive devices may encounter obstacles or barriers in getting to class on time. Others may have periodic or occasional difficulties, either from their disability or from medication. Flexibility is helpful in applying attendance and promptness rules to such students.

**Testing and Evaluation:** Depending on the disability, various testing accommodations may be needed, such as extended time, a test reader, a test scribe, large-print test, or technology to provide access (video print enlarger or computer). The goal should always be to accommodate the student’s disability and not to water down
scholastic requirements. Faculty members should apply the same standards to students with disabilities that they apply to other students in evaluating their work and assigning grades. Some faculty members utilize the testing service provided by Student Disability Services.

**ADA-Compliant Course Materials**

Information from the Office of the Provost:

The University of Central Florida is committed to providing all students with equitable access to the best possible opportunities for academic success. This commitment includes adhering to requirements in the Americans with Disabilities Act that course materials be accessible to all students. UCF’s Student Disability Services office works with faculty members on a regular basis to facilitate accommodations, but as more faculty members innovate to incorporate web-based media into their online and face-to-face classes, we must be diligent to ensure that accessibility remains a top priority.

Faculty members are responsible for providing ADA-compliant materials for students in their courses. If you have a question about materials in your course, the following offices are available to help address the matter:

- **Student Disability Services** coordinates accommodation efforts and can provide services such as creating a transcript of a recorded lecture, coordinating with the Center for Distributed Learning for captioning, and providing consultation.
on making audio or video components accessible. Contact SDS by calling 407-823-2371 or by emailing SDS@ucf.edu.

- The Center for Distributed Learning can help caption videos from provided transcripts and develop text-based materials that are accessible for students who are visually impaired. They provide guidelines and support for making online media accessible. They will also consult with faculty members on accessibility strategies during both course development (such as ensuring the use of ALT tags on images) and course delivery (such as methods to allow extra time during assessments for students with learning disabilities). Online faculty members should work directly with their assigned instructional designer or may contact CDL by calling 407-823-4910 or by emailing distrib@ucf.edu.

- The Faculty Center for Teaching and Learning can help faculty members create and design course materials and teaching strategies that will accommodate differences among students and offers workshops and one-on-one consultations for faculty members. Contact FCTL by calling 407-823-3544 or by emailing fctl@ucf.edu.

If you have any questions, please contact Pamela Rea, director of Student Disability Services, by calling 407-823-2371 or by emailing Pamela.Rea@ucf.edu.
Copyright

Faculty members at UCF are to render their own judgment on whether their course materials violate U.S. copyright law or fall under the Fair Use doctrine. Section 107 of the Copyright Law allows for the use of copyrighted works without the permission of the copyright owner(s) for scholarly research, educational, and other purposes. Infringements, once determined, may result in individual liability. “Fair Use” is a slippery concept with few rigid guidelines. UCF does not have a “standard” answer for how much of a work can be duplicated without permission, though many other universities suggest 10–15 percent as a baseline. Categories to consider include:

- **Purpose.** Usage of material is seldom “Fair Use” for a commercial venture or when the user profits from the use. Teaching, research, scholarship, and criticism are uses often in line with “Fair Use.”
- **Nature.** Unpublished and highly creative works can seldom be used without permission under “Fair Use,” whereas published works and factual/nonfiction works more often may.
- **Amount.** It is not considered “Fair Use” when a large portion or the whole work is used, or when the portion used is central to the entire work. “Fair Use” is more likely when the portion is small and not central to the work.
- **Effect.** It is seldom considered “Fair Use” when the usage could replace or impair the sales of the copyrighted work, when numerous copies are made, when the usage is made accessible
publicly (including the web without password protection), or when the usage is repeated and long-term. It is more likely “Fair Use” when the user owns a purchased copy, makes only one or few copies, has no impact on the potential market for the copyrighted work, and lacks a licensing mechanism.

To date, there is no university-wide infrastructure for the university to process and/or pay for copyright permissions. Individual faculty members may check with their departments or obtain permissions on an individual basis.

See the Library’s guidelines for more information: http://library.ucf.edu/Administration/Policies/Copyright/default.asp

Coursepacks and Library Reserves
The UCF bookstore can create a coursepack for students containing copyrighted materials; keep in mind that the bookstore requires significant lead time to secure permissions. The permission price will be added to the cost of the coursepack paid by students.

The library can also create print or digital reserves for courses. For information about reserving library materials, see http://library.ucf.edu/Circulation/Reserve/default.php
UCF Policies and Procedures

The UCF Policy Manual (http://policies.ucf.edu/) lists policies for all employees and students at the university. Faculty-specific policies include the Grading Policy, Course Syllabi, Final Exams, and Make-Up Assignments For Authorized University Events or Co-curricular Activities.

Religious holidays (from the UCF Registrar): It is the practice of the University of Central Florida to reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. If a test or midterm exam is scheduled on a religious holiday, the university catalog states that students may request an alternate day for the exam and observe the holiday without penalty. Students are expected to notify their instructor in advance if they intend to observe a holy day of their religious faith.

UCF Alert

UCF Alert is the Orlando campus Emergency Mass Notification System, comprised of outdoor notification systems, indoor notification systems, text message, email, and social media. During an emergency, all or part of the system will be activated to provide you with critical information regarding the event. If you teach at a regional campus, work with a contact person there to find out about local emergency policies.

You can verify your contact information registered with the system using the following steps:
1. Go to my.ucf.edu
2. Click on “Employee Self Service” located on the left side of the screen in the tool bar
3. Click on “Personal Information” located on the left side of the screen in the tool bar
4. Click on “UCF Alert”
5. Fill out the information, including your email address, cell phone number, and cell phone carrier.
6. Click “Apply” to save the changes, then click “OK”

Additional information on the UCF Alert system can be found at http://www.emergency.ucf.edu/ucfalert.html.

UCF Emergency Guide

UCF Emergency Guides are provided in all classrooms and laboratories on the Orlando campus. These flip charts provide you with the building and room number and include a step-by-step guide to handling various emergencies that you may encounter in the classroom. These include:

- Emergency Contacts
- Building Emergency Information
- Explosions
- Medical Emergency
- Violent Crime in Progress
- Utilities
- Weather Emergency
- Lockdown
- Threatening Behavior
- Emergency Planning and Training Resources
- Hazardous Materials
- Mental Health Emergency
• UCF Alert
• Evacuations
• Fire
• Suspicious Mail/Packages
• Bomb Threat

The guides are installed in a standard location across campus classrooms and labs, near the light-switch at the entrance to the room. An electronic copy of the UCF Emergency Guide can be seen at http://emergency.ucf.edu/emergency_guide.html.

If you notice a classroom or laboratory that is missing an Emergency Guide, please notify the Work Control Center at (407) 823-5223 and place a work order.

Evacuations
Occupants are encouraged to familiarize themselves with their work environment, including the locations of fire extinguishers, primary and alternate exit routes, and emergency notification devices such as fire alarms and voice notification (emergency instructions delivered over a public address system).

Upon discovering a fire or smoke condition, or upon hearing a fire alarm, proceed to the nearest exit or follow the direction of emergency responders. Immediately evacuate. Your designated meeting location should be at least 400 feet from the building. When exiting, you should:

• Walk in a safe and quick manner immediately after sirens go off
• Notify others on your way out
• Quickly take important personal items
• Close doors behind the last person out
• Do not use elevators
• Do not reenter the building until instructed to do so

If your evacuation route is blocked, and you have no other means of egress, ensure emergency personnel are notified of your location by calling 911.

UCF has identified Primary Areas of Refuge on all floors of each building where there is no exit at ground level. Whenever possible, these locations are in approximately the same place on each floor, on the landing of a stairwell. These designated locations allow for the swift evacuation of persons with disabilities by emergency personnel, as they do not have to search a variety of offices or locations throughout the building. Every building has a previously selected building manager who will coordinate response in the event of an emergency. Contact your building manager to identify where this area is located within your building. Contact information for building managers can be found online: http://www.fo.ucf.edu/BuildingManagers/bldg.html

Your building manager should have also established an evacuation program specific to your building, identifying protocols, routes, and meeting points. Please contact your building manager to obtain evacuation information specific to your structure. For more information about helping a disabled person in an emergency, please see this website: http://emergency.ucf.edu/Plans/2012%20Special%20Needs%20Plan%20.pdf
Lockdown/Shelter-in-Place

A **lockdown** is the confinement of persons within a room, facility, or area as a security measure resulting from a life-threatening event. It may be ordered at a time when it is unsafe to leave the building due to an active shooter, robbery, or hostage situation. **Shelter-in-place** is the process of staying put and taking shelter, rather than trying to evacuate during an emergency. It may be ordered due to a hazardous materials incident or a severe weather event. The UCF Alert system will notify you if there is a lockdown or a shelter-in-place in process. During a lockdown or a shelter-in-place, faculty should:

- Remind students to remain calm and follow your instructions. Take charge and secure all buildings and rooms
- Collect students that are in the local area and implement your lockdown and shelter-in-place plan
- Find cover away from doors and windows
- Remain calm
- Silence cell phones
- Wait for the “ALL CLEAR”

If shots are fired, you should:

- Lock down the area you are in or exit the building if possible
- Call 911 and provide them as much information as possible
- Silence cell phones
- Turn off lights/computer screens and close doors
- Spread out
The UCF Office of Emergency Management and the UCF Police Department host a one-hour video and presentation to show basic steps and measures to take in order to save lives during an active shooter scenario. For information or questions, contact the Emergency Management Plans and Programs Coordinator at (407) 823-0678, or the UCF Police Department Community Relations Division at (407) 823-6576.

**Emergency Plans**

The Office of Emergency Management maintains emergency plans for various disasters and emergencies that may affect the university. These plans outline preparedness, response, and recovery procedures for these events, and highlight important protocols for the university community to follow. It is strongly recommended that you familiarize yourself with these plans in order to be better prepared for potential disasters and emergencies.

These plans are located at [www.emergency.ucf.edu/plans.html](http://www.emergency.ucf.edu/plans.html).
Threatening Behavior

If you feel that you are facing an immediate threat, call 911.

When dealing one-on-one with a student displaying intimidating or threatening behavior, use the following steps to increase your safety:

- Relocate to a populated area; and
- Develop distress words with your colleagues and make sure they are practiced. Ask your chair or director about your unit’s approach to such situations.

If you notice a student displaying threatening behavior to themselves or others, report the behavior to the UCF Office of Student Rights and Responsibilities at http://osc.sdes.ucf.edu/incidentreport.

Unstable Behavior

You may refer a student to the UCF Counseling Center if you believe a student’s problems go beyond your own experience or expertise, or when you feel uncomfortable helping a student with some issue. A referral may be made either because of the way the student’s problems are interfering with his or her academic work or with your teaching, or because observation of the student’s personal behavior raises concerns apart from his or her academic work. Information regarding recognizable indicators that may prompt you to refer a student to counseling, as well as contact information and instructions on how to make a
referral can be found online: http://counseling.sdes.ucf.edu/.

Medical Emergency

In the case of a medical emergency:

- Notify University Police at 911 immediately
- Do not attempt to move the victim unless he or she is in danger of further injury
- Properly trained individuals should begin CPR, if necessary
- Properly trained individuals should commence first aid, particularly to stop heavy bleeding, while waiting for an ambulance
- Remember that UCF Health Services cannot deliver emergency care

Sexual Harassment

From the Office of Equal Opportunity and Affirmative Action Programs:

Sexual harassment is a form of sex discrimination that is defined as influencing, offering to influence, or threatening the career, pay, or job of another person in exchange for sexual favors, or deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature in a work or work-related environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
c. Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.

Any person who believes that he or she is being harassed or otherwise subjected to illegal discrimination is encouraged to consult with the Office of Equal Opportunity and Affirmative Action Programs.

**Faculty-Student Relationships**

Faculty shall not have amorous relationships with students in their classes; see Resolution 2007-2008-1 of the Faculty Senate (September 2007).

**Preventing Discrimination**

The university hosts numerous workshops on preventing discrimination that apply to all employees, faculty members, and students employed as graduate assistants. To find the next workshops, access the list in the Portal using these steps:

- log in to myUCF
- click “Employee Self-Service” in the left-side menu
- click “Learning and Development”
- click “Request Training Enrollment”
click “Search by Course Name”
• type “Preventing” in the text box (do not use quotation marks) and click SEARCH
• under “Preventing Discrimination-All” (Course Number DPT), click “View Available Sessions” to see the upcoming workshops

Ombuds Office

The Ombuds Office at UCF functions as a confidential, independent place to clarify university policy and to register complaints. It is most often used by students and community members. Their website is http://ombuds.ucf.edu/.

This office will:
• Listen to your complaint
• Clarify university policy
• Answer questions concerning appropriate channels
• Assist with problems that have not been resolved by other offices
• Informally investigate your complaint
• Make referrals to individuals who can address your concern
• Help define options that are available to you
• Recommend changes to university policy, rules, or procedures that are outdated, unclear, or ineffective
• Open avenues of communication; facilitate conversations
• Offer a safe place to discuss your concerns
SECTION II: Designing Your Course

All courses at UCF are required to have a syllabus. Faculty members must turn in their syllabi to their departments or colleges before the start of the semester. Some departments encourage all instructors of the same course to use one common syllabus or include common elements (e.g., course objectives, required materials). You can get information about these policies from your chair or director.

Required Syllabus Components

Syllabi at UCF must contain the required components detailed below.

Contact Information
- Instructor’s name
- Contact information for instructor
  - Office location and hours
  - Email and phone
- Contact procedures for class: Knights email, Webcourses, or both

Course Information
- Course name
- Course ID and section number
- Credit hours
- Course description (include catalog description, departmental description, and a more detailed section-specific description of the course)
• Course objectives (in accord with teaching goals and tied to planned assessments) listed with as much detail as possible
• Course prerequisites and instructor expectations of student abilities
• Required texts
• Supplemental texts, helpful websites, and other materials
• Evaluation and grading
  o Plus/minus grading or flat grading
  o Grade scale (numbers/letters equivalencies)
  o Grade distribution/grading on a curve
  o Weight of assignments and tests
  o Categories of assessment
  o Method of grade reporting (myUCF Grades, Webcourses, or in person)
• Policy about due dates
  o Missed assignments/exams, make-ups, extra credit

Calendar
• Final exam date and time
  (see http://www.registrar.sdes.ucf.edu/calendar and click on “Final Examination Period” near the bottom).

**Samples and Templates**

A subsection of the Faculty Center’s website is dedicated to creating a syllabus based on course goals and objectives:
http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/templates/
This page also includes syllabus templates, sample policy statements, and links to other syllabus resources.

**University Policies**

Some policies are recommended but not required. As of 2012, university policies on academic integrity and ADA compliance must be referenced on every syllabus.

Review the sample statements below to think about the elements you will want to address in your academic integrity statement, which may be much shorter. The goal here is to make sure that you and your students are on the same page about what does and does not constitute academic misconduct in your course. For more assistance with communicating this information, check out the Information Fluency modules on the UCF Libraries web page.

**Sample Academic Conduct Statement Elements**

UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz, or other assessment is cheating. Regarding papers and
projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism.

You should consult The Golden Rule online at http://goldenrule.sdes.ucf.edu for guidelines. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. To learn more about plagiarism, see http://www.plagiarism.org. This course requires original work on writing assignments. If you wish to write about a topic that you have previously done in another course, or are currently writing for another class, you must contact me beforehand to work out an acceptable project.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty. For more information about the Z Designation, see http://z.ucf.edu/.

For more information about UCF’s Rules of Conduct, see http://www.osc.sdes.ucf.edu/. Be advised that instructors at UCF are required to report alleged cheating or plagiarism with the Office of Student Conduct.

**Sample Disability Access Statement**
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in
alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from the professor.

Additional examples of syllabus statements may be found on the Faculty Center’s website: http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php

Final Exams

All UCF classes are expected to meet during the assigned final examination period, even if the course does not obviously lend itself to a final exam. The final exam period is included in the total hours of instruction required for the semester. Post the final exam date and time on the syllabus at the beginning of the semester.

Flexibility

While we generally discourage changing course policies or substantially changing the grading scheme after the semester has begun, the schedule may change throughout the term, not only for unforeseen emergencies or weather-related campus closures, but also by instructor discretion. There may be good reason to delay a test (for instance, to give your students more time to prepare). Accordingly, it’s usually advisable to state in the syllabus and to remind students that the schedule is subject to change.
Sample: “This syllabus may be amended or modified in any way upon notice; any changes would most likely affect the class schedule, so be sure to check the Webcourses calendar and announcements regularly or check with a classmate if you miss class.”

If you make substantive changes to your syllabus (beyond a minor adjustment such as a due date) provide your department with a revised copy for their records. Give students as much notice as possible when a change is coming in order to promote a cohesive course experience. Ask your department chair about any specific policies regarding revised or amended syllabi.
SECTION III: Getting Ready for the Semester

Countdown to the First Day

Preparation for the semester begins far in advance. Below are some sample processes.

Ordering Books

All textbooks at UCF must be ordered at the official UCF bookstore (affiliated with Barnes and Noble), even if they are also available elsewhere (such as online). Check with your department if there is a central coordinator who orders textbooks. If not, you may do it yourself: http://ucf.bkstore.com/ (you may have to click on FACULTY). By Florida law, students must have access to a list of required class materials at least 30 days before the start of every term.

If you need help deciding on a textbook, you may check with your department for their recommendations.

This is also the time to request a “coursepack” of photocopied material that you want students to buy with their books, if desired. That can also be accomplished through the UCF bookstore. Submit your materials to the bookstore as early as possible; the processes of securing and producing the packets copyright can be time-consuming.
If you are teaching at the Orlando campus, it’s a good idea to verify at the bookstore (located in the John T. Washington Center) that the books have arrived before the first day of class. Note that the bookstore may not order enough books for each student in the class; they use a formula when deciding how many books to order based on your maximum enrollment. Keep this in mind as you plan and stay aware of other outlets students can use for book purchases. The bookstore also makes textbook rentals available for students.

**Setting Up a Course Website (Webcourses)**

Webcourses@UCF is a “course management system”; in essence, a way for every instructor to have a course web page without needing to learn HTML.

A migration is underway during the 2012–2013 academic year from BlackBoard Vista to Instructure Canvas as the course management system software, with most faculty members switching to Canvas in Spring 2013. The generic term “Webcourses@UCF” will continue to be used after migration.

Some instructors use this tool only to host their syllabi online, while others integrate activities (online quizzes, message boards, learning modules, grade reporting to students) more deeply into their courses. Others who have received the required training teach courses fully or partially online.
Note that you will only be given a Webcourses account after you finish the online training course called “Essentials for Webcourses” (which can take up to a few days), which enables you to enhance your face-to-face class with a web page.

Email onlinesupport@ucf.edu about signing up for “Essentials”; include your full name and NID.

If you hope to teach a class that has reduced seat time or is fully online, additional training will be required. Speak with your department chair about this training.

Questions to Ask in Your Department

While many campus policies and procedures are universal, there are sometimes significant differences among departments and programs on campus. For that reason, you may wish to inquire at your department about the following items:

1. Has my paperwork been sent to Human Resources? (The reason this is important: you cannot log in to the portal at https://my.ucf.edu/ until your paperwork is done and a PID is created for you.)
2. Who in our department is responsible for PeopleSoft permissions? (You may need their help accessing myUCF and the class roster.)
3. If my PID isn’t active yet, who can print out my rosters for me?
4. What is the log-in information for the instructor’s computer in the classroom where I will be teaching? (On the Orlando campus you may have to call OIR at 407-823-2571 to find out, but it is...
typically your NID and NID password. Check with support personnel on regional campuses for local policies.

5. Will I be assigned a faculty mentor? How does our department handle mentoring for new faculty?

6. Where can I find our department’s governance documents, annual evaluations standards, and tenure and promotion guidelines?

7. What is our department’s procedure for reporting sick leave?

8. How many office hours per week should I hold?

9. Will I be issued keys for our department or building?

10. What are the departmental policies regarding overrides to fill a class beyond its standard enrollment cap?

11. How can I make photocopies for class?

12. Does our department or college provide instructional supplies like dry-erase markers?

13. Do we use Scantrons in our department? If so, which color? Where do we get or buy them? And how do we grade them (Is there a reader in the department, or do we use the centralized Test Scoring Services)?

14. Does our department have a document or website explaining how my courses fit into the larger curriculum? (You’ll want to pay particular attention to curricular goals and to what extent your class includes prerequisites or instills basic skills needed for courses further in the curriculum.)

15. Will I “inherit” a syllabus for my class, or perhaps several previous examples? Is it preferred that I customize the syllabus or leave it alone?
16. Are there particular policies that should be in every syllabus in our department (i.e., about use of technology, www.turnitin.com, etc.)? (See [http://www.fctl.ucf.edu/syllabus](http://www.fctl.ucf.edu/syllabus) for several examples of standardized policy statements.)

17. Does the department chair have a recommendation about whether I should use plus/minus grading, or alternately “flat grading”?

18. When are department faculty meetings? Am I expected to attend?

19. Who does the textbook ordering for our department? What are our internal deadlines?

20. Will I receive a physical inbox/mailbox in the department?

21. Where can I find information about our department’s travel approval and reimbursement procedures?

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**Rosters**

Download your class roster from [myUCF](http://my.ucf.edu): log in to the portal, click on “Faculty/Advisor Self Service” near the top left, and click on “Instructors.”

Next, select “View My Teaching Schedule.” The three-person icon can be clicked to view the roster, and if you wish to download to Excel, click on the link near the top-right of the roster. You may have to hold the CTRL button on your keyboard as you click the link to download (if that fails, you might have to configure your browser to allow pop-ups at the my.ucf.edu domain).

If your PID is not yet set up or your assigned course is listed with “STAFF” as the instructor rather than your...
name, you may have to ask someone in your department to print the roster for you. You might also request that your chair ask someone in your department to change the database so that you are listed as the instructor of record and can get your own roster. It may also be necessary to have Computer Services change your permissions in PeopleSoft to the “instructor role”—if so, email srsecure@ucf.edu.

Note: some instructors set up electronic gradebooks in Excel as soon as they have their rosters. To avoid complications from late adds and drops, we suggest waiting until the second week of class to create an electronic gradebook.

Take care that gradebooks remain on secure devices. The university requires that student records be protected against theft, especially when placed on a notebook computer or a flash drive. See the FERPA discussion in the Legal Matters section of this book. Email security@ucf.edu for more information.

Emailing Your Students

It is possible to email your students directly from the roster page at myUCF. Look under Faculty Self-Service > Instructors > View My Teaching Schedule > [three-person-icon] (as described in the previous section). Below the table of students are two green buttons. Click “Notify All Students” to be taken to a page that lets you type in a message (and cc: your own email address). However, there is no way to add attachments to this message. If you need to send an attachment (such as your syllabus), you will
need to download the roster (see previous section) and copy/paste the email addresses from Excel to your preferred email program (such as Outlook).

Note that student emails are all listed in the format of xyz@knights.ucf.edu—this is known as “Knight’s Email.” All students must have a Knight’s Email account, and it has been defined as the “campus address” in the PeopleSoft system that holds the university’s database of users. Faculty members are expected to use this same Knight’s Email system when contacting students, and not collect other email addresses from them. Most students have become accustomed to checking their Webcourses classes regularly (see the section above on obtaining a “course web page” for your class). Some instructors contact students using both systems. Knight’s Email is configured to disallow the forwarding of emails. It is a good idea to remind students of all email policies in your syllabus.

**Printing Photos of Your Students**

It is possible to view photos of students registered in your class (the photos come from their student ID cards, which are stored digitally on eCommunity). Some instructors like to print the page(s) of photos and bring them along to class. Here is a walk-through on how to print the photos:

1. The most common method to access eCommunity is through [https://my.ucf.edu/](https://my.ucf.edu/). After logging in, look for the tabs across the top. Click the second tab, which is labeled “Online Course Tools.” After the page loads, scroll to the bottom to find eCommunity. If no classes are listed for you, click
on EDIT PERSONAL BIOGRAPHY INFORMATION, which will take you inside eCommunity.

2. A second means to access the program apart from myUCF is to navigate directly to it. Point your browser to http://ecommunity.ucf.edu/ and click ENTER. Your “Network ID” is the NID. If you don’t know your NID, head to https://my.ucf.edu/ and look for a link near the top left that explains how to find your NID. For faculty, the NID is typically the first letter of your first name and your last name up to seven characters. (Note: if you are brand new to the university, it is possible that a NID and PID haven’t been created for you yet. The hiring official in your department is the best person to ask if they can expedite the paperwork through HR.) The initial password always begins with a capital P and then the year, month, and day of your birth (example: P700829 for someone born on Aug. 29, 1970). You may change your password after your first log-in. Note: your eCommunity password is not automatically updated from Webcourses or any other system using your NID; eCommunity is self-contained.

3. Once inside eCommunity, click on the COMMUNITIES button near the top left.

4. Locate the “Course Management” menu near the top, and pull it down to “Add Course” and click GO. Note: if you can access eCommunity but do not see a pull-down menu on the COMMUNITIES screen, then the system is treating you as a student rather than an instructor. Check with your department or college to verify that you have been designated as the “instructor of record” for the course in PeopleSoft, the university’s database system. If
that does not solve the problem, contact the Center for Distributed Learning (call Online Support at 823-0407) for technical assistance. If you were once a student at UCF, your “role” needs to be changed to “instructor.”

5. The “Keycode” for your course can be found on your class roster (it may be listed as “Class Nbr”). If you do not have your class roster, it can be located by logging in to myUCF, clicking Faculty/Advisor Self-Service in the top left, and locating a link for rosters. Note: many instructors do not have this access. In that event, it is best to ask your department chair or office manager to print your roster for you. Instead of the “Keycode,” it may also be possible to enter the class number and section number and locate your class.

6. After you input your keycode(s), the communities page should reload with your course(s) listed. Click on your course.

7. Locate the “student management” menu and pull it down to “class photos.” Click GO.

8. The student pictures should pop up. You may then print your class photos. There may be multiple pages. Some student pictures may not display.
SECTION IV: During the Semester

myUCF Grades

myUCF Grades is a program used to post grades electronically. Think of myUCF Grades as an electronic version of posting grades to the wall of the lecture hall, except that it will be secure and FERPA-compliant, and in it, students can see only their own records. It is automatically loaded into myUCF. You may use it at the same time as Webcourses, but the two systems do not update each other. Most instructors who have Webcourses opt not to use myUCF Grades. Note: myUCF Grades is optional; you are not required to use it.

Important Features

• myUCF Grades was created by duplicating the gradebook functions of Webcourses. You don’t need to know Webcourses to use myUCF Grades, but if you do have Webcourses experience, you will find the interface and functionality very similar.

• If you elect to use Test Scoring Services to process Scantron tests (note: this is not required, especially if your department has a Scantron machine), the Scantron results will be automatically uploaded to your courses in myUCF Grades—all you need to do is “release” this information so that students can see their grades.

• You can upload other grading events yourself or edit and adjust individual grades online within the myUCF Grades interface.
- Official rosters auto-populate myUCF Grades; you will not be able to add or delete students in your course using this module.
- It is possible to upload and download grades and grading events to and from myUCF Grades using comma-delimited (.csv) files.

Faculty tutorial (including videos): [http://www.fctl.ucf.edu/tresources/myUCFgrades/](http://www.fctl.ucf.edu/tresources/myUCFgrades/)

Student tutorial: [https://mygrades.ucf.edu/help/](https://mygrades.ucf.edu/help/)

**Grade Submission**

UCF uses an exclusively online system for submission of end-of-term grades to the Registrar. All instructors enter grades online through myUCF. Information on how to use the online submission process and whom to contact for assistance is provided below.

**Timeline**

Online grading is only available at the very end of the term. Usually, the icon will appear in the faculty view of the class roster on the evening before the start of the final examination period and will disappear after grades are due.
Online “Bubble Form”

One method available for entering grades online is via an “online bubble form” on myUCF. This method for entering grades is preferred for classes of 60 or fewer students, or for instructors who prefer not to use Excel spreadsheets. Our tutorial provides step-by-step guidance through the process (or watch the quick video tutorial):
http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/Grades/bubble.php

Excel File Upload

It is also possible to upload an Excel file (in .csv format) including the final grades. This method is recommended especially for larger classes. Our tutorial provides step-by-step guidance through the process (or watch the video tutorial):
http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/Grades/upload1.php

Incomplete Grades

In order to assign a student a grade of Incomplete (“I”), you must fill out a supplemental form that is available through your online grade roster. When you record the “I” grade in the dropdown menu, the form will pop up. Complete the fields of this form and click SAVE at the bottom; the student will be notified to read the form. Because this incomplete grade form opens in a new window, you must close the window to return to your grade roster.
For Further Assistance

Contact the Registrar’s Office (grades@ucf.edu; 407-823-5510) for online grading assistance regarding issues such as missing rosters or missing students, and for questions about policy. Contact the Faculty Center (fctl@ucf.edu; 407-823-3544) for questions about how to use the tools for online final grade submission.

Online Teaching

Online teaching at UCF is administered by the Center for Distributed Learning (CDL). There are two modes of teaching online: Mixed-Mode, Reduced-Seat-Time (“M”) and fully online, World Wide Web (“W”). In addition, there are two video-based “lecture capture” modes, one that is based on a classroom presentation (“RV”) and one that has no classroom component (“V”).

UCF uses a Course Management Software (CMS) branded as “Webcourses@UCF” so that the name stays the same even if the underlying software changes.

CDL provides numerous online and face-to-face training opportunities for instructors teaching online. Visit the Teaching Online (http://teach.ucf.edu) website for their professional development and training schedule of events. The resources page offers links to many helpful files, such as archived training sessions and text instructions.
Requesting a Course
To request a Webcourses@UCF course section, please visit the form at http://teach.ucf.edu/forms/course/. Contact the Center for Distributed Learning, distrib@mail.ucf.edu, 407-823-4910 (Partnership 2) or 407-823-3718 (Library) if you have further questions.

Resources
- Center for Distributed Learning, http://online.ucf.edu/, 407-823-4910 (Partnership 2) or 407-823-3718 (Library)
- Online@UCF Support, onlinesupport@ucf.edu,
  - 407-823-0407 – faculty technical support
  - 407-823-3808 – student technical support
- Teaching Online, http://teach.ucf.edu/ – Resources for online faculty
- Learning Online, http://learn.ucf.edu/ – Resources for online students

Training
CDL offers several types of professional development and training:

Webcourses@UCF Essentials – online training needed to receive a Webcourses@UCF shell for use with any face-to-face class. Webcourses@UCF Essentials is a self-paced faculty development workshop designed to ensure you possess the foundational knowledge of the course management system required to develop and deliver a web-enhanced course. “Web-enhanced” courses utilize the Internet to supplement face-to-face class meetings. These courses do not change
the number of face-to-face class sessions (such as “W” and “M” courses). To enroll, send an email to onlinesupport@ucf.edu and ask to take Webcourses@UCF Essentials. Please provide your name and NID. Once you are entered into the course, you will receive an email with access information.

**ADL 5000** – ADL 5000 is a non-credit, online course for faculty who want to teach an *existing* online course. The purpose of ADL 5000 is to familiarize you with the design elements of the course you are inheriting and help you succeed in the delivery of your course. ADL 5000 addresses many (but certainly not all) of the important pedagogical, logistical, and technological issues involved in delivering effective online courses. The time commitment for this faculty development course is approximately 35 hours. The course is self-paced, and you may begin at any time. If you are interested in participating in ADL 5000, please contact your department chair.

If you need to develop an original “W” or “M” course, you must complete IDL 6543.

**IDL 6543** – IDL 6543 is an award-winning, non-credit course for faculty who want to design and deliver an *original* fully online (“W”) or mixed-mode (“M”) course. IDL 6543 models an online course using a combination of seminars, labs, consultations, and web-based instruction and is delivered in an “M” mode. The course is offered three times a year in sessions lasting nine weeks.
each. The faculty time commitment for participation is a minimum of 80 hours. The purpose of this faculty development course is to help you succeed as you develop and deliver your fully online (“W”) or mixed-mode (“M”) courses. Remember, you are required to successfully complete IDL 6543 in order to teach a new course in the online environment using the “M” or “W” mode of delivery. If you would like to participate in IDL 6543 in an upcoming semester, please start the conversation with your department chair.

If you have experience teaching online at another institution, discuss your experience with your department chair. Your chair should contact CDL Associate Director Bob Reed for possible alternative credentialing options.

IDV Essentials – IDV Essentials is a set of self-paced tutorials for faculty who wish to teach in a lecture-capture (video-streaming) modality or present supplemental course content appropriate for video lecture capture. The program is a UCF prerequisite for delivery of an exclusively video-streamed course (“V”) or a video-streamed course with classroom attendance options (“RV”). See http://dl.ucf.edu/scope-policies/ucf-delivery-modalities/ for the full definition of UCF course modalities. IDV Essentials is technology-focused and addresses the pedagogical, logistical, and technological issues involved in delivering a course in a lecture-capture modality. The program covers the basics of using UCF’s video capture and delivery technologies, how to integrate and host the course
with the Webcourses@UCF system, and some basic classroom advice for teaching via video. The time commitment for IDV Essentials is approximately eight clock hours. The program is self-paced, online, and you may begin at any time. If you are interested in participating in IDV Essentials, please ask your department chair to send a request to CDL Associate Director Bob Reed.
SECTION V: Evaluating Your Teaching

The FCTL philosophy is that no matter how long we’ve been teaching, there is always room for improvement and growth. That is why our programming and services are designed to target all levels of faculty experience and expertise. Faculty members who succeed at UCF will be able to demonstrate their excellent performance as instructors in numerous ways. Below is the language in the Collective Bargaining Agreement as of July 2012 regarding evaluation of teaching (for all UCF colleges except the College of Medicine). Note that it suggests a number of elements that should be considered in this process.

From Article 10 Section One: Annual Evaluations
10.1.d
1) Teaching effectiveness, including effectiveness in imparting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, workshop, practical experience, student perceptions of instruction, assessment of and engagement with student work, and direct consultation with students.
   
   (i) The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students’ critical thinking and/or creative abilities, the development or revision of curriculum and course structure, effective student performance evaluation procedures, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The learning objectives of each course,
the means of assessing learning objectives, and the outcomes of the assessment should be assessed as part of the teaching performance.

(ii) The evaluation shall include consideration of other assigned university teaching duties, such as advising, counseling, supervision, or duties of the position held by the employee.

(iii) The evaluator shall take into account any relevant materials submitted by the employee such as class notes, syllabi, student exams and assignments, an employee’s teaching portfolio, results of peer evaluations of teaching, and any other materials relevant to the employee’s instructional assignment.

(iv) The evaluator shall consider all information available in forming an assessment of teaching effectiveness.

In-unit faculty also may want to refer to their department’s Annual Evaluation Standards & Procedures (AESP). That document contains information on what specific activities the evaluator/s will expect from the faculty member.

FCTL encourages faculty members to take advantage of multiple opportunities for ongoing assessment and evaluation of teaching, including collaborating with colleagues to observe each other’s classes or creating a teaching portfolio that includes a wide range of evidence of faculty performance and student learning. Our staff and your department and college colleagues can help you to get started with these activities on any campus.
**Teaching Squares**
Faculty members are encouraged to seek informal feedback as frequently as possible regarding their teaching practices. One method of providing such feedback in a safe environment is the formation of four-person interdisciplinary groups. Participants visit each other’s classes, reporting only internally to the group. The focus is on self-reflection and effective practice rather than on evaluative feedback. The Faculty Center can assist with the creation of teaching squares.

**Student Perception of Instruction**
One important element of teaching evaluation at UCF is the Student Perception of Instruction. At the end of each term, students complete this form for each class in which they are enrolled to provide feedback about the learning experience. The form is electronic and faculty members will receive information by email about its availability.

Results will be available after the semester is over and will be delivered to you by your department. We recommend that you speak with your department chair to learn how these results may be used in annual faculty evaluations.

This form moved entirely online in the fall of 2011, and some students who are adjusting to this change may be more likely to complete the forms if they receive reminders and instructions from their faculty members. You’ll find student-centered instructions for completing the evaluations on the FCTL website at this URL: [http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/studentperceptions.php](http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/studentperceptions.php). Below are some strategies that may help to maximize student response rates on evaluations.
• Remind students when the evaluations are available and share the instructions referenced above with them to ensure that they understand how to access and complete the forms
• Include a reference to the evaluations in your course schedule to help students focus on the goal of completing them at the end of the term
• Explain to students why evaluations are administered, and how you and others on campus will use the information provided in them
• Create an atmosphere of mutual respect and engagement in which students will believe that their feedback will be considered and valued
• Consider sharing examples of changes you’ve made in your course as a result of student suggestions to motivate students to respond productively
• Consider putting a date on your syllabus when students can bring in their laptops or tablet devices and complete their evaluations at the beginning or end of class while you are out of the room
• Check with your department about the option of adding supplemental questions to the evaluation form.

Faculty Perception of Instruction
One useful way to evaluate your own teaching is to use the Faculty Perception of Instruction form. The UCF Faculty Senate developed this instrument to allow faculty members to reflect on their teaching experience. The form provides an opportunity to document and contextualize instructional experiences each semester before receiving the Student Perception of Instruction (SPoI) results.
Faculty can complete the form for each of the classes taught in the semester and can store the files for their own future reference and planning purposes. Faculty responses can be compared with student responses to assist with interpretation of SPoI results. Faculty members have the option to share their Faculty Perception of Instruction (FPol) with their chair or others. Participation is completely voluntary. Download the FPol at the FCTL website: http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/studentperceptions.php
SECTION VI: Faculty Development and Support

UCF has a wide network of resources. If you should ever not know whom to call, ask the Faculty Center for the proper contact: 407-823-3544 or fctl@ucf.edu.

College Support

Your first stop for technology-related questions, including computer log-ins, video equipment, laptops, and laptop projectors, should be the technology office for your college:

- BHC (Burnett Honors College): 407-823-2076
- CAH (College of Arts and Humanities): CHN-401/402, 407-823-2719, cahtech@ucf.edu
- CECS (College of Engineering and Computer Science): ENG2-201B, 407-823-0085
- CBA (College of Business Administration): BA2-203, 407-823-4170
- CED (College of Education): Ed-106, 407-823-6047
- COHPA (College of Health and Public Affairs): iSAT facility in HPA1-105, 407-823-0112
- COM (College of Medicine): 407-266-1459
- CON (College of Nursing): iSAT facility in HPA1-105, 407-823-0112
- COS (College of Sciences): CSB-231, 407-823-2793, costech@ucf.edu
- CREOL (College of Optics and Photonics): CREOL-111; 407-823-6807
• RCHM (Rosen College of Hospitality Management): Rosen Campus; 407-903-8065

**Regional Campuses**

Faculty members teaching on the regional campuses should address their technology questions to the local tech support office.

**University-Wide Technology**

Some technology support is administered at a university level:

• eCommunity (student photos): [Online@UCF](#) support at [Center for Distributed Learning](#) (407-823-0407)
• Emerging technologies (virtual worlds, wikis, blogs, podcasts, social media, Web 2.0 tools): Faculty Center (407-823-3544) for the tutorials
• Grade submission (official): [Registrar](#) (407-823-3013) for problems; Faculty Center (407-823-3544) for the tutorial
• Gradebooks in Excel: Faculty Center (407-823-3544) for the tutorial
• myUCF (portal): [Computer Services](#) (407-823-2711)
• myUCF Grades (unofficial reporting to students): Faculty Center (407-823-3544) for the tutorial
• Outlook (Email): [Computer Services](#) (407-823-2711)
• Service Desk (formerly “Help Desk”) - (computer password resets, LISTSERVs): [Service Desk](#) (407-823-5117)
• Software Help (Dreamweaver, MS Office, Photoshop, Camtasia): Office of Instructional Resources (407-823-2571)
• Student Response Clickers: Faculty Center (407-823-3544)
• Surveys (FormManager): Online@UCF at Center for Distributed Learning (407-823-0407)
• Test Scoring: Computer Services (407-823-2711)
• Turnitin.com (plagiarism detection): Student Conduct (407-823-4638)
• Webcourses: Online@UCF Support at Center for Distributed Learning (407-823-0407). To receive training for first Webcourses use, email onlinesupport@ucf.edu
• Webmail (Outlook): http://webmail.ucf.edu/
• Wireless registration of your laptop: Network Operations Center (or this video description)
Faculty Resources

The offices and organizations below provide direct support to faculty.

Center for Distributed Learning
Assistant Vice President: Thomas Cavanagh
Orlando Campus: Library 107 (first floor) &
Research Park: Partnership 2, STE 234
407-823-4910
Web Address: http://online.ucf.edu/

The Center for Distributed Learning (CDL) serves as the central agent for online learning at UCF, providing leadership in distance-learning policies, strategies, and practices. Our primary purpose is to help you be successful teaching online. Here is an overview of our key functions:

- Policy, Planning, Standards, Credentialing, Reporting: CDL is responsible for establishing and supporting relevant policies and guidelines for distributed learning across the university. We report data to colleges, departments, and senior administration to ensure compliance with accreditation requirements and to collaborate on the strategic development of online courses and programs.
- Faculty Development: CDL provides a suite of professional development programs to help prepare faculty to teach online.
- **Course Design:** The CDL instructional design team works closely with faculty as consultants to help design and structure online courses and programs.

- **Course Production:** CDL’s course production model is designed to support all faculty, regardless of their technical skills or comfort with media production. We will work with faculty to help them produce their own material or will create original media on their behalf. CDL’s production services include course programming, graphics, interactive exercises, games/simulations, animations, and video with on-location and full studio capabilities.

- **Technical Support:** Once a course has been designed and developed, CDL offers support throughout its delivery. Specialized technical support is provided to faculty and students to ensure a successful course experience.

- **Assessment:** The Research Initiative for Teaching Effectiveness (RITE) supports UCF faculty in formulating and implementing research on effective teaching practices in higher education. This research is used to inform CDL’s policy formation, faculty development, course design/development, and technical support functions.
Faculty Center for Teaching and Learning
Director: Melody Bowdon
Classroom Building I, Room 207, 407-823-3544
Web Address: http://www.fctl.ucf.edu/

The Faculty Center staff and resources support your success on campus. The programs are designed by the faculty and provide opportunities to meet and to share ideas, develop curricular materials, learn about innovative pedagogies, develop grant proposals, and much more.

Faculty Relations
Associate Vice-Provost: Lyman Brodie
Millican Hall, Suite 351, 407-823-1113
Web Address: http://facultyrelations.ucf.edu/

In addition to their work with faculty members, the Academic Affairs’ Office of Faculty Relations also supports deans, directors, chairs, and other administrators in the development and implementation of institutional policies and professional development activities related to the academic missions of teaching, research, and service to the university. Faculty Relations personnel are responsible for:

- facilitation and administration of promotion and tenure
- development and mentoring faculty and faculty administrators
- potential conflict of interest and commitment reporting
• oversight of the faculty and A&P sick leave pool;
• administration of several university faculty awards, including sabbaticals, professional development leaves, and initiatives to incentivize teaching and research
• collective bargaining-related concerns

Faculty Relations is committed to assisting faculty and faculty administrators throughout their careers and we encourage you to contact us with your questions or suggestions.

Faculty Senate
Chair: Ida J. Cook
407-823-0318
Web Address: http://www.facultysenate.ucf.edu/

The UCF Faculty Senate provides a unique way of becoming involved in faculty governance and making a difference in your life and work as a faculty member at UCF. Whether you have questions about topics such as the university calendar, evaluation of teaching, curriculum, travel, research, parking or general university policies, etc., your Faculty Senate can assist you in finding answers and solutions. See the Faculty Senate site (http://www.facultysenate.ucf.edu) or contact our office (407-823-0318) – we’re there to answer your questions.

All UCF faculty members are represented by the Faculty Senate, which is comprised of 75 senators who are elected by every academic unit of the
university. Through the efforts of faculty who serve on Faculty Senate committees and university committees and councils, a variety of policies and procedures are developed that affect teaching environments, standards, tenure and promotion, and awards. Among the committees that have only faculty representatives are the Graduate and Undergraduate Councils, which govern college and university curricular and academic policies and procedures, and the Personnel, Budget and Administration, and Parking Advisory committees. The Faculty Senate also ensures faculty representation on university committees that govern key issues, such as strategic planning, admissions and standards, the university master plan, instructional technology, and research.

It is interesting to note that the Faculty Senate was instrumental in the establishment of the Faculty Center for Teaching and Learning many years ago. Among some of the recent Faculty Senate accomplishments are the development of promotion opportunities for Instructors and Lecturers to Senior Instructor/Lecturer; finalization of the new Student Perception of Instruction forms and their online delivery; development of a formal promotion process for non-tenure-earning assistant and associate professors; and the increased faculty voice on the university committees on Instructional Technology Resources, Strategic Planning, Master Planning, and Benefits.

You don’t have to be a senator to serve on the above committees, so if you have any questions or
issues or would like to learn how to become more involved, please visit the Faculty Senate website, http://www.facultysenate.ucf.edu. There you’ll find information about your college senators and the Senate officers, as well as see the entire list of committees, who represents your college, archived minutes and resolutions. Faculty Senate meetings are held once a month during the Fall and Spring terms and the agenda and minutes for each meeting are also found on the website.

**Internationalization at UCF**

Interim Assistant Vice-President: Angel Cardec
Millican Hall, Suite 338P, 407-823-4376
Web Address: http://www.internationalization.ucf.edu

Internationalization at UCF is a continuous, holistic process of integrating an international or global dimension to the different functions of the university. The process includes the core functions of teaching, research, and service, as well as the administrative and ancillary services that support the university. The institutional commitment is stated in UCF Strategic Goal 3 “Provide international focus to our curricula and research programs.”

While most units at UCF may be involved in the process of internationalization, the missions of the following units are centered on international activities: The Center for Multilingual Multicultural Studies (CMMS), the International Services Center (ISC); The Office of the Special Assistant to the President for Global Perspectives (Global
Perspectives); The Office of Internationalization; and the Office of International Studies (OIS). You can find descriptions of the activities of these units, as well as links to their specific websites at the international HUB (http://international.ucf.edu/). You can also find resources, and related news and events through the international HUB.

*Internationalization Policies*

The following UCF policies are associated with internationalization:
- Policy 2.900: International Partnerships
- Policy 2.901: Policy for All Foreign Nationals
- Policy 2.903: Traveling to Restricted Destinations
- Policy 2.902: Study Abroad

The full text of these policies can be found at http://policies.ucf.edu/.

There are numerous opportunities for faculty members to get involved with internationalization programs and activities at UCF from attending events hosted by the different units mentioned above, to incorporating international dimensions to their courses using technology (the globally connected classroom) to developing study abroad opportunities for their students. You can find resources for internationalization at http://international.ucf.edu/faculty/. If you want to speak with someone about your internationalization interests, visit OIS at Millican Hall, Suite 107, e-mail ois@ucf.edu, or call 407-882-2300.
Office of Diversity Initiatives
Director: Valarie King
12424 Research Parkway, Suite 169, 407-823-6479
Web Address: http://www.diversity.ucf.edu/

The Office of Diversity Initiatives was established in 1994 to support the University of Central Florida’s fourth strategic goal: “To become more inclusive and diverse.” We work to make diversity and inclusion visible and active elements that indelibly permeate the life and values of the UCF community. Our students, colleagues, and constituents represent diverse peoples and perspectives across multiple generations. Services provided by the Office of Diversity Initiatives include presentations, consultations, training, and special events and programming related to diversity and inclusion.

Office of Instructional Resources
Interim Director: Don Merritt
Classroom Building I, Room 203, 407-823-2571
Web Address: http://www.oir.ucf.edu/

The Office of Instructional Resources (OIR) supports the academic, research, and administrative goals of the University of Central Florida by utilizing multimedia, interactive, and digital media resources. OIR provides creative, technical, consulting, and multimedia production services to faculty and university departments.

The Faculty Multimedia Center (FMC) is OIR’s media production facility dedicated to faculty and
electronic thesis and dissertation (ETD) support. Located in Classroom Building 1, Room 202, the FMC houses the equipment and staff that faculty can call upon to create multimedia materials for their teaching and research needs. Media student interns can provide project support for faculty with larger media needs. The FMC also partners with the College of Graduate Studies to provide computer and media expertise for those students who are completing their ETD.

OIR also maintains videoconference and other online collaboration facilities for university use, including thesis and dissertation committee support. OIR can also provide consultation to determine the most appropriate method of collaboration to meet your needs. For consultation services, to reserve a videoconference space, or to discuss potential costs, please contact OIR at 407-823-2571 and ask to speak with a collaboration specialist.

Although OIR installs and repairs classroom equipment, they do not schedule classroom spaces. If you need to reserve a room, please contact Classroom Reservations in the Registrar’s office. Faculty should always work with their College Scheduler to reserve a classroom or to change a class’s meeting space rather than initiating a direct request to the registrar.
The University of Central Florida Libraries
Director: Barry Baker
Library, 407-823-2564
Web Address: http://library.ucf.edu/

The UCF Library is a gateway to academic resources, providing services and facilities in support of teaching and learning, research, intellectual growth, and enrichment of the academic experience. Library faculty and staff extend an open invitation to email, call, or stop by and learn more about the resources and services available to you and your students.

The John C. Hitt Library, located on the Orlando campus across from Millican Hall and the Reflecting Pond, provides access to a wealth of resources through the online catalog and electronic databases, including online journal subscriptions and full-text books. The main library is home to the Knowledge Commons, where students can study individually or in groups, using computers, whiteboards, and personal technology.

The following list highlights some of the faculty and student services provided by the Libraries. Additional information is available at http://library.ucf.edu/ or by contacting “Ask A Librarian.”

- **Course and Media Reserves**
  Circulation/Media Services places items on Course Reserves to ensure that materials are available for your classes throughout
the semester. Circulation/Media Services also checks out library materials, group study room keys, and equipment, such as iPads, portable DVD players, and Netbooks. Laptops are also available to students for library use. Students can work in groups to record and view presentations in the Media/Presentation Practice Room. http://library.ucf.edu/Circulation/

- **Reference Services**
Reference assistance is available at all UCF Libraries. At the Research & Information Desk, librarians provide assistance with the catalog and database resources, as well as Off-Campus Access and research tools, such as EndNote and RefWorks citation software. Subject-specific Research Guides are also available to help navigate print and electronic resources. http://guides.ucf.edu/

- **Ask A Librarian Services**
Ask A Librarian provides online reference assistance through chat, IM, text, email, or by phone. http://library.ucf.edu/Ask/

- **Library Instruction**
Library instruction is available at all UCF Libraries. Sessions are customized and provide hands-on instruction, teaching students how to select, evaluate, and use resources related to topics and assignments. Faculty may also request librarian participation in Webcourses. http://library.ucf.edu/Reference/Instruction/
• **Information Literacy Modules**
  Online instruction modules with assessment that can be synchronized with your Webcourses, and Streaming Videos are available. Information Literacy Modules cover topics, such as Avoiding Plagiarism, Maximizing Google Scholar, and Evaluating Websites. [http://infolit.ucf.edu/faculty/](http://infolit.ucf.edu/faculty/)

• **Research Consultations**
  Members of the UCF community can schedule a consultation with a librarian at the Research & Information Desk or at [http://library.ucf.edu/Reference/ResearchConsultation/](http://library.ucf.edu/Reference/ResearchConsultation/)

• **Government Documents**

• **Patents & Trademarks**
  The library is also a U.S. Patent and Trademark Depository, providing assistance in searching for existing patents and trademarks dating back to the late 1800s. [http://library.ucf.edu/GovDocs/PatentsTrademarks/default.php](http://library.ucf.edu/GovDocs/PatentsTrademarks/default.php)

• **Interlibrary Loan (ILL) and Document Delivery Services**
ILL borrows materials from other libraries, including the Center for Research Libraries. All UCF faculty, staff, and students can set up a free ILLIAD account to request books and articles. Faculty, graduate students, and distance students can also use Document Delivery Services, which delivers articles electronically in PDF and makes UCF collection materials available for pickup.

http://library.ucf.edu/ILL/

- **Special Collections and University Archives**
  Special Collections & University Archives acquires, administers, and preserves thousands of non-circulating items, many of which are rare and unique. Collections consist of records and documents of historical value, including manuscripts, photographs, audio and video tapes, films, printed and published materials (books, ephemera, maps, broadsides, etc.). The University Archives is the official repository of all aspects of life at the University of Central Florida, serving as the collective memory of the institution.

  http://library.ucf.edu/SpecialCollections/

- **Collection Development Library Liaisons**
  Library Liaisons provide assistance with collections related to specific departments and/or programs. For information about journals in your field or to recommend items for purchase, contact “Ask A Librarian” to reach the Library Liaison assigned to your program.
The Curriculum Materials Center (CMC) is located in the Education Complex, ED 194. The library provides representative K-12 materials for preview, analysis, and circulation, primarily to the students and faculty of the College of Education (COE). 
http://library.ucf.edu/CMC/

The Harriet F. Ginsburg Health Sciences Library at Lake Nona supports the educational curriculum, research, and patient care initiatives of the College of Medicine. http://med.ucf.edu/library/

UCF Libraries on Regional Campuses are located at Cocoa, Palm Bay, Daytona, Clermont, Sanford, UCF West, and Osceola. Other partnership sites are served by appointment or virtually. Most of the Libraries’ online databases and electronic books are accessible from home or any campus. Print collections are available through Interlibrary Loan. More information is available at Library Services for Distance Learners http://library.ucf.edu/Services/DistanceServices.php and UCF Branch and Regional Campus Libraries http://library.ucf.edu/BranchCampuses/locations/.

The Universal Orlando Foundation Library is located at the Rosen College of Hospitality Management. The library supports UCF’s Rosen College and serves as an information resource center for the hospitality industry in Central Florida. http://library.ucf.edu/Rosen/
The United Faculty of Florida (UFF) supports faculty rights, the advancement of academic excellence, the achievement of economic security, and gives you the opportunity to join in the collegial decision-making process that determines many of your professional circumstances. Locally, the UCF chapter negotiates a collective bargaining agreement that protects academic freedom and intellectual property, ensures fair assignments and evaluations, and works to address salaries and the terms and conditions of employment. We provide members with grievance representation to protect faculty rights as stipulated in our contractual bargaining agreement. To ensure that your time at UCF is enjoyable and professionally successful, we sponsor a variety of socials for our members and an annual series of mentoring workshops to assist our members in making successful applications for tenure and promotion and for awards recognizing excellence in teaching and research through salary increases (TIP, SoTL, RIA).

In addition to enhancing your professional career, membership in UFF enhances your economic well-being through access to a variety of money-saving services (such as free life insurance, low cost disability insurance, auto and homeowner policies, discount programs and free financial planning services). Most importantly, perhaps, it allows you to be involved with other faculty in shaping the
educational mission of UCF and the policies governing the larger Florida educational system. At a time when higher education is increasingly threatened by those who misunderstand it, UFF invites you to join in a collective local, state and national voice upholding the value and integrity of teaching and research as professional endeavors.

Links:
United Faculty of Florida-UCF Chapter (UFF-UCF): http://www.uffucf.org/
United Faculty of Florida-Statewide (UFF): http://www.unitedfacultyofflorida.org/
Florida Education Association (FEA): http://feaweb.org/
National Education Association (NEA): http://www.neamb.com/
American Federation of Teachers—Higher Education (AFT): http://www.aft.org/yourwork/highered/

Women’s Research Center
Interim Director: Linda Walters
CL1-207, 407-823-4240
Web Address: http://womens.research.ucf.edu/

UCF Women’s Research Center (WRC) promotes the success of women faculty at the University of Central Florida. We primarily achieve this through active mentoring; sponsored events designed to help faculty maximize their research, instructional and professional capabilities; advocacy; and providing resources to assist faculty to balance life and work. The WRC also encourages excellence in
scholarship, research, and creativity among UCF faculty and students in endeavors related to women. WRC’s website can be found at http://womens.research.ucf.edu/; it contains current information on WRC-sponsored events, mentoring and faculty development, successful UCF women faculty role models, and faculty resources. The resource page also features information that should be helpful to newcomers to the area, including faculty selections for: favorite restaurants, local and organic produce, beaches n, mechanics, child care facilities, etc. Also on the resource page is a list of local, regional and national women’s organizations. For further information, please contact the Women’s Research Center at 407-823-4240.
SECTION VII: Terminology and Acronyms

**Colleges**

**BHC** – Burnett Honors College  
**CAH** – College of Arts and Humanities  
**CBA** – College of Business Administration  
**CECS** – College of Engineering & Computer Science  
**CED** – College of Education  
**CGS** – College of Graduate Studies  
**COHPA** – College of Health & Public Affairs  
**COM** – College of Medicine  
**CON** – College of Nursing  
**CREOL** – College of Optics and Photonics  
**COS** – College of Sciences  
**RCHM** – Rosen College of Hospitality Management

**Other Terms**

**ADL** – Advanced Distributed Learning. This course (ADL 5000) is taken online by faculty to become credentialed to teach their own online (or mixed-mode) courses that someone else has created. To teach a fully original online course, faculty must complete a different program called IDL 6543.
ALC – Academic Learning Compacts. Operational Excellence (OEAS) coordinates this list of student learning outcomes for every major at UCF (i.e., what students will know by the time they graduate with each degree). <www.oelas.ucf.edu>

CBA – Collective Bargaining Agreement. This is the formal agreement between the UCF Board of Trustees and the United Faculty of Florida that regulates the terms and conditions of employees at UCF, their duties, and the duties of the Board of Trustees. <http://www.collectivebargaining.ucf.edu/pages/CBA.htm>

CDL – Center for Distributed Learning. This office coordinates all permissions, tech support, and assistance with online teaching. They do not control the university hardware like Internet access or email (those are supported by Computer Services). <http://cdl.ucf.edu>


DocCam – Document Camera. This is an overhead camera in most classrooms at the instructor’s computer, which replaces the need for an overhead projector (you just write directly on your own piece of paper).

DRC – Division Review Committee; part of University Assessment. If you are assigned to work with a
DRC, a DRC chairperson will give you specific instructions.

**eCommunity** – An online roster of photos for the students in your class; accessible via myUCF under “Online Course Tools.” You must add each class manually.

**EMPL-ID** – (pronounced “em-pull I.D.”) Employee ID. This seven-digit number is also part of the PID (the PID will add a letter to the EMPL-ID).

**Essentials** – Online training required to receive a course shell via Webcourses. Faculty teaching face-to-face courses, with no reduction in seat time, can use Webcourses to hold syllabi and materials, or give quizzes, if they complete Essentials. Contact onlinesupport@ucf.edu to get started.

**FCTL** – Karen L. Smith Faculty Center for Teaching & Learning. Your first stop for navigating the UCF network of resources, this office aids with all aspects of teaching and learning. Located in CL1-207. <http://www.fctl.ucf.edu>

**FERPA** – Family Educational Rights and Privacy Act. This act of Congress dictates that student records (including grades) are to be kept confidential. In practice, this means grades and other records should never be posted, displayed, or made available in a way that one student can learn another student’s grade. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
**FLC** – Faculty Learning Community. Coordinated by FCTL, these learning communities are made up of faculty members seeking to discuss faculty life or aspects of teaching, and typically meet several times each semester.

**FTE** – Full Time Equivalent. This is shorthand for the percentages/components that make up a faculty member’s job. FTE always equals 1.0 (example: research 0.6, teaching 0.3, service 0.1).

**FTIC** – First Time in College (previously called “freshmen”).


**HR** – Human Resources. [http://hr.ucf.edu](http://hr.ucf.edu)

**IDL** – Interactive Distributed Learning; this term is used with only one class named IDL 6543, which is the required face-to-face course before faculty can teach fully online classes. Contact CDL to get started.

**IDS** – Interdisciplinary Studies. This major at UCF allows students to combine multiple disciplines into a single course of study. [http://www.is.ucf.edu](http://www.is.ucf.edu)

**IDV** – Interactive Distributed Video; this term is used with the CDL-class (training) called IDV-Essentials, which
faculty must complete online before they can teach video-mode classes using the Tegrity software.

**IF** – Information Fluency. This campus-wide promotion of one idea was the chosen “Quality Enhancement Project” for UCF in 2006, and the initiative has continued since. It created useful InfoLit modules to train students on central IF competencies and offers mini-grants for faculty to create new Information Fluency–related content.

<http://if.ucf.edu>

**IRB** – Institutional Review Board. This panel of experts reviews all research involving human subjects (including surveys) before the research can begin.

<http://www.research.ucf.eduCompliance/irb.html>

**iTunesU** – Storage space on iTunes for podcasts (or limited videos).

**Knight’s Email** – Required student email at UCF. Students receive this at orientation or matriculation. Knight’s Email is a UCF-branded version of Outlook, and it is the official email for students, who are required to check it weekly. Faculty should contact students only at Knight’s Email. Faculty may also create their own Knight’s Email account; visit [http://knightsmail.ucf.edu/](http://knightsmail.ucf.edu/) to get started.

**Kogneato** – Flash-based games and study tools faculty can set up for students to practice discrete sets of material. [https://kogneato.ucf.edu](https://kogneato.ucf.edu)
M-mode – Mixed-mode teaching (also called “blended”) involves reduced seat time, with extra emphasis on Webcourses (it is a partly online class).

myUCF – The “portal” website with access to multiple UCF software systems, all with “single sign-on” (no need to sign in again to access them). Paycheck stubs, teaching schedules, and grade submission are found here, as well as hyperlinks to subsystems like Webcourses, myUCF Grades, eCommunity, iTunesU, and more.

<https://my.ucf.edu/index.html>

myUCF Grades – Unofficial (and optional) place to inform students electronically of their grades.

NFO – New Faculty Orientation. This academic orientation is organized by the Faculty Center; there is also a separate HR Orientation.

NID – Network ID. This is a second ID number (after the PID) and is used to sign in to UCF software programs and your UCF email. NIDs are often (but not always) your first initial and most (or all) of your last name. To find out what your NID is, visit https://my.ucf.edu/nid.html. (Note: NIDs often change for former students once they become an employee of UCF). To change your NID password, visit http://mynid.ucf.edu/.

NOC – Network Operations Center, part of Computer Services. Controls the Internet connection to campus, firewalls, and wireless access.
**Obojobo** – A Flash-based software environment for testing, practicing, and reading “learning objects.” Can work in conjunction with Webcourses. This word is not an abbreviation for anything.

**OFRA** – Online Faculty Readiness Assessment. This instrument is given by CDL to faculty with previous experience teaching online if they wish to skip IDL training.

**OIR** – Office of Instructional Resources; coordinates hardware in classrooms (unless that room/building is controlled by the College instead). [http://www.oir.ucf.edu](http://www.oir.ucf.edu)

**ORC** – Office of Research and Commercialization. All sponsored research at UCF must be coordinated with ORC; they will also help with the grant process. [http://www.research.ucf.edu](http://www.research.ucf.edu)

**Outlook** – UCF’s official email system (sometimes called Exchange, which is the name of the software controlling it).

**PeopleSoft** – UCF’s enterprise software that controls all student and employee records; also the core of the Identity Management (If you aren’t in PeopleSoft, you don’t exist yet at UCF). myUCF provides the front-end access to PeopleSoft.

**Physical Plant** – UCF’s term for the facilities office, which handles such services as housekeeping, maintenance, and postal services on campus. [http://www.fo.ucf.edu](http://www.fo.ucf.edu)
**PID** - This is a second ID number (after the NID) and is used to sign in to myUCF. The PID is usually your first initial plus your employee ID (EMPL-ID). To find out what your PID is, visit [https://my.ucf.edu/pid.html](https://my.ucf.edu/pid.html). To change your PID password, visit [http://mypid.ucf.edu/](http://mypid.ucf.edu/).

**Portal** – Synonym for “myUCF.”

**Powerlink** – A link from inside Webcourses that tunnels directly into another system (TurnItIn, iClicker) without needing to log in again.

**QEP** – Quality Enhancement Project. As part of the university’s accreditation with SACS, UCF has to choose a “quality enhancement project” to advance a particular cause/agenda. In 2006, the QEP chosen was Information Fluency.

**Respondus** – Free third-party software that enables plain-text quizzes to be uploaded to Webcourses with a few clicks.

**RFP** – Request for Proposals. The formal call for proposals to win competitive offers for funding.

**RIA** – Research Incentive Award. This competitive award adds $5,000 to base salary; see the provost’s website for details.

**RITE** – Research Initiative for Teaching Effectiveness. This research-based subgroup is part of CDL and
investigates mostly online learning.  
<http://cdl.ucf.eduresearch/rite>

**SACS** – Southern Association of Colleges and Schools; the official accrediting body for UCF and the region.  
<http://www.sacs.org>

**SARC** – Student Academic Resource Center. Tutorial, supplemental instruction, and study skills workshops for students.  
<http://sarc.sdes.ucf.edu>

**SDES** – Student Development & Enrollment Services. Student-facing programs and services aimed at student success and retention.  
<https://publishing.ucf.edusites/sdes/Pages/default.aspx>

**SDS** – Student Disability Services. Coordinates requests for accommodation for students with disabilities.  
<http://sds.sdes.ucf.edu>

**SLO** – Student Learning Outcomes. Part of the ALC “contract” with students for each major.

**SoTL** – Scholarship of Teaching and Learning. This refers to publications, presentations, and grants in peer-reviewed journals about teaching methods and practices. Some, but not all, SoTL is performed with an experimental design. UCF sponsors a SoTL Award (see the provost’s website for details).

**SPOI** – Student Perception of Instruction (sometimes abbreviated as SPI). These reviews of class/faculty performance are given to students at the end of each class when they log in to myUCF. Some
departments use SPOI results to aid in annual (formal) faculty evaluations. <http://teach.ucf.edu/resources/online-evaluations>

**STEM** – Science, Technology, Engineering, and Math. These disciplines are often referred to in the aggregate, and many programs are customized for STEM audiences.

**Summer Faculty Development Conference** – Participants apply to one of several tracks (Diversity, International, FCTL, Service-Learning, STEM, WAC, WRC) at this funded, UCF-specific conference; faculty do not present research at this conference; rather, they attend to gather ideas. Many tracks also require work toward a final product.

**T&P** – Tenure and Promotion. Contact Faculty Relations (407-823-1113) with any questions.

**Tech Camp** – Two-day event in which faculty participants attend quick “parlors” that demonstrate different technologies useful for teaching and then attempt to apply relevant ones to their own courses.

**Techrangers** – Student technology assistants in CDL (this term is no longer used, but returning faculty members may use it by default when referring to “Online@UCF Support”).

**Tegrity** – Lecture-capture software, often used while teaching to live students. Captures PowerPoint (or document camera) as well as inset webcam-style video.
**Test Scoring** - Instructors may use the free ScanTron scoring services from Academic Computing Support if they are utilizing raspberry-colored ScanTrons (which must have the UCF logo on them) in their classes. Test results will be automatically uploaded to myUCF Grades, with a turnaround time of two days or less. Visit the Test Scoring Services website for information and required forms: [http://olympus.cc.ucf.edu/~tester/](http://olympus.cc.ucf.edu/~tester/).

**TIP** - Teaching Incentive Program Award. This competitive award adds $5,000 to base salary; see the provost’s website for details.

**TurnItIn** – Plagiarism detection and prevention service. Faculty must attend a workshop with Student Conduct to obtain a TurnItIn account. [http://turnitin.com](http://turnitin.com)

**UFF-UCF** – United Faculty of Florida is the professional association and collective bargaining agent for faculty members of colleges and universities in Florida, and is an affiliate of the Florida Education Association, which is affiliated with both the National Education Association and the American Federation of Teachers.

**VARC** – Veterans Academic Resource Center. This office assists student veterans and provides programming for them. [http://www.va.ucf.edu](http://www.va.ucf.edu)

**W-mode** – Web-mode (aka fully online) class, with no face-to-face time at all.
**Webcourses** – UCF’s learning management system (which will be Canvas by Instructure, starting in 2013) is branded Webcourses. Types of classes include face-to-face (enhanced), mixed-mode reduced seat time (M), and fully on the web (W). Visit [http://teach.ucf.edu/](http://teach.ucf.edu/) for more information.

**Winter Faculty Development Conference** – Participants apply to this funded, UCF-specific conference (sponsored by FCTL); faculty do not present research at this conference; rather, they attend to gather ideas. Faculty also work toward a final product.