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Welcome
Alison Morrison-Shetlar

Alison is Dean of Undergraduate Studies, Director of the UCF Faculty Center for Teaching and Learning, and Professor of Biology. After graduating with a Ph.D. in Biomedical Sciences from Dundee College of Technology in Scotland, she conducted research in physiology, biochemistry and molecular biology for many years and became Chair of the Molecular Biology Dept. at the Max-Planck Institute in Dortmund in 1990. On coming to the U.S. in 1993, Alison taught in Connecticut and Georgia, where she also directed the Center for Excellence in Teaching at Georgia Southern University. She joined UCF in 2002.

Welcome to the 2007–2008 academic year at the University of Central Florida. I hope the coming semesters bring new and exciting growth in your career.

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

A monthly calendar of all our events can be found online at <www.fctl.ucf.edu>. All of our programs are voluntary, so drop in and meet the faculty and staff to see how we can support your success.

The *Faculty Focus*, an internal journal prepared by the staff of the Faculty Center, is designed to provide information and ideas to help new and returning faculty discover the many resources that are available to support them at UCF. Inside each edition you will find articles written by faculty for faculty on a variety of teaching and learning related issues, whether face-to-face or online. All of the issues are also available online at <www.fctl.ucf.edu> under "Publications." In this edition in particular, you may want to tear out the back page and keep it by your computer for easy access to an array of contact information to answer most questions you might have about UCF.

On the Faculty Center website you will also find a myriad of resources for teaching, for the scholarship of teaching and learning, and for classroom and program assessment methods. We add to this every day, so keep checking back for new ideas and innovations. We work closely with all units on campus and have collaborative events that are informative and engaging. The Faculty Center hosts and facilitates a number of events throughout the year. You will want to consider joining us for our Teaching Circles, workshops, or "brown bag" lunch groups, and apply for the Winter and Summer Faculty Development Conferences that take place at the end of the fall and spring semesters respectively. You can also join up with a team of people from your department or come on your own to work with the many support units on campus. These are opportunities to design a new course, develop new strategies for your curriculum or totally change a program's structure. It is a great learning experience for all. The dates of the conferences and the RFP guidelines and deadlines are available on the Faculty Center website several weeks before each event.

If you have questions and you don't know whom to call, then contact the Faculty Center at 407-823-3544 (3-3544 if you are on campus) or email us (fctl@mail.ucf.edu) and we will find the answer to your question, or identify the person you need to talk to.

We will save you time phoning around and getting frustrated. No question is too small or too large for us. Our mission is faculty success—it is YOUR success. We look forward to seeing you on campus and at our Faculty Center events.

Teaching Legacy: Voices of Experience
Chuck Dziuban
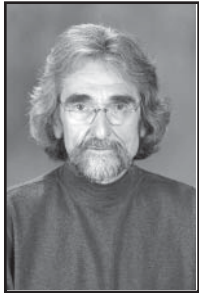
Chuck Dziuban is the Director of the Research Initiative for Teaching Effectiveness. He is Professor Emeritus from the Department of Educational Research, Technology and Leadership and UCF's first Pegasus Professor. He is the founding director of the Faculty Center for Teaching and Learning, and currently co-directs the Quality Enhancement Program with Martha Marinara. Chuck has received funding from several agencies, including the Ford Foundation, Centers for Disease Control, National Science Foundation, and the Alfred P. Sloan Foundation. In 2005, the Sloan-C Consortium named him the Outstanding Individual in Online Learning. For the past fourteen years, he has been working with Harris Rosen on the Tangelo Park Program, and in 2007 Chuck accepted an appointment to the National Policy Council for Information and Communication Technology. Most recently, he co-edited the book, *Blended Learning: Research Perspectives*.

In 1970 when my wife Judy and I drove up a two-lane country road to Florida Technological University with its two thousand students and two or three buildings, she turned to me and said, "What in the world have you done?" I said, "Don't worry Jude, this place has a ton of potential and anyway, we'll be at Stanford in two years." While Stanford never came to pass, UCF's potential certainly did by becoming one of the country's leading metropolitan research universities. With qualified faculty committed to teaching excellence, UCF has developed many important teaching and learning initiatives—one of which is the Quality Enhancement Program (QEP) directed by Martha Marinara <if.ucf.edu>.

When I think about my development as an instructor, I am reminded of a quote attributed to St. Augustine, "I thought I understood it until I had to teach it." This has come back to haunt me many times. During my years of teaching statistics and measurement, more perceptive students noted that when I am confident about my material, I meander through the topic by metaphors and examples to develop my concepts. When I am less confident, I get right on task and start "covering the material." This was my first epiphany in teaching: Make sure that you understand your discipline well enough to teach it effectively and practice what you teach. I find this true in face-to-face classes and online and blended classes.

Today, technology has turned everything upside down. Students have access to more information than we can possibly give them in class. Technology is unbundling the professoriate as it unbundled the music business. Blogs, wikis and Web 2.0 give students access to experts, other students, instructors, and content all over the world. Certainly this comes with some angst, evidenced by the wikipedia controversy, but "search" is the operative word for locating information in Peter Morville's world of "ambient findability."

In this digital age, where students become co-creators of the curriculum, assessment of their academic accomplishments must move from the objective, non-authentic, and non-contextual to the interpretive, authentic, and contextual. At UCF, David Segal in Health Professions and Paul Glodwater in Accounting, among others, are doing excellent work in this area.

What seems unique about our Net Generation of learners is the high level of expectation they hold for professors to establish interactive learning environments and a working familiarity with the growing number of Web-based instructional resources. In this technology-enhanced world, teaching excellence has become what Susan Starr calls a "boundary object"—a concept or idea that is shared by many and used to bring multiple continuances together, but understood differently by each one of them.

This technology evolution pressures faculty development to become continuous, organic and viral—a process well suited to FCTL. Steve Ehrmann, in the blog TLT-SWG, suggests that "Academic programs could do much better (in all senses of better) if they helped their faculty become the best at finding and adapting best practices from peers at other institutions, who teach similar courses and sharing their own best practices with the world."

Students also have a perspective on faculty development. Brenna Veale at the University of South Carolina reacted to my presentation there: "As you said, someone of the mature generation might sit down and read the manual for a new cell phone. My generation will learn by interaction with the phone itself or through a social network, not by passively isolating oneself and following the narrative of the manual. My main question, then, is this: is the current way of measuring critical thinking outdated?"

Finally, Elizabeth Grauerholz, (*Faculty Focus*, February 2007), speaks to the importance of the Scholarship of Teaching and Learning (SoTL) for improving teaching effectiveness. The staff of the Research Initiative for Teaching Effectiveness (RITE) agrees with her position, dedicates itself to supporting SoTL, and will work with faculty in this area. Some of our initiatives for SoTL may be found at <rite.ucf.edu> or you may contact me (dziuban@mail.ucf.edu) or Patsy Moskal (pdmoskal@mail.ucf.edu). Combined with the FCTL leadership in SoTL, these initiatives offer great promise for the culture of teaching and learning at UCF.

Opportunity and Challenge in the U.S. Classroom
Marie Léticée

Marie Léticée is an Assistant Professor and Coordinator of the French First-and Second-Year Program in the Department of Modern Languages & Literatures at the University of Central Florida where she teaches French as well as Francophone and French Caribbean Literature. She has published articles in *Callaloo*, the *Labrys Review* and in the *Secolas Annals*. Dr. Léticée is the recipient of several Dean's Initiative grants at UCF as well as a Teaching Incentive Award. Furthermore, she has developed several courses at UCF such as French Caribbean Literature, Francophone Literature and Creole Identity. She teaches an Honors Seminar on Caribbean Women Writers in collaboration with Dr. Meehan from the English Department. Dr. Léticée is currently working on a book length manuscript titled: *Education, Assimilation, and Caribbean Identity: The Literary Journey of the French Caribbean*, forthcoming Fall 2008. She is the advisor for the UCF Club Kreyol, the French Club and the Société d'Honneur Française. Originally from the island of Guadeloupe located in the French Caribbean, Dr. Léticée writes in Creole, French, and English.... Dr. Léticée is also a "closet poet"!

Coming from a different educational background, I was thrilled with the opportunities that were available to me in the regular U.S. classroom. There was room for flexibility; students had a voice; and the instructor was allowed to be an approachable human being. These factors gave me great comfort as a professor. I did not want to recreate the uncomfortable, fear-driven atmosphere I had personally experienced growing up as a French pupil (not to say this was the norm in all French classrooms). Consequently, I make sure I am approachable, I take the time to listen to my students, and I do not hesitate to change my plans to reach a specific group of students.

Throughout the years, I have taught many third- and fourth-year French conversation classes, and although I have enjoyed most of them, I have always found my greatest challenge to be engaging students in everyday conversations. For some reason, it seemed that college students had agreed on a code of silence when it came to classroom discussions. Every topic seemed to bore them, even everyday life situations such as love, drugs, or wars. Year after year, I found myself having to create rules and regulations designed to make students take part in class discussions so I could give them a participation grade. Students simply did not relate with dry, made-up dialogues or even the "authentic" articles found in most conversation textbooks.

These frustrations led me to completely re-assess and reorganize my conversation class, and now, in addition to the required textbook, I use French and francophone proverbs or maxims as discussion openers and as advanced organizers. I also use them as sources for new vocabulary and as tools to develop pronunciation skills and to build up higher level thinking skills. Furthermore, I use these proverbs to introduce students to other francophone countries' wisdom, giving them a cultural open window to worlds in which they might never set foot. This experience allows them to view and analyze their own world through different cultural lenses. For every class meeting, students are to write the proverb of the day on a "self attendance" sheet they download from Webcourses. They use it to take notes and turn it in at the end of class as an attendance record for the day.

I also find it very important to give students the opportunity to get involved in their own learning experience. Therefore, students are required to work in group or individually to present their favorite movie to the class as well as a poem and a song of their choice related to the film featured during that week. In addition, after posting their vocabulary list in the discussion section of Webcourses, they are asked to introduce the vocabulary and the grammar to their classmates in a creative manner; e.g., Jeopardy, millionaire, plays, etc.

At the end of the semester, students have acquired a large vocabulary bank as well as a great selection of French and francophone poems and songs they can cherish forever. In addition, they have gained French and Francophone wisdom and knowledge thanks to their exposure to proverbs, poetry, movies, and pop culture. They walk away with a great experience they have created by themselves for themselves.

That's hot!

"*Problems are solved only when we devote a great deal of attention to them and in a creative way...to have a good life, it is not enough to remove what is wrong with it. We also need a positive goal, otherwise why keep going? Creativity is one answer to that question: It provides one of the most exciting models for living.*"

—Mihaly Csikszentmihalyi

Student Honesty and Accountability in the Classroom—Restoring a Misplaced Virture
Aaron Liberman

Aaron Liberman currently serves as a Professor of Health Services Administration at the University of Central Florida in Orlando. Dr. Liberman is a trained hospital administrator and worked actively in the field for more than twenty years managing several hospitals and health services organizations. He also has owned and served as the CEO of an insurance consultation firm for a period of ten years. As a researcher, Dr. Liberman has published more than seventy scholarly manuscripts in refereed national and international journals, five monographs, and three books.

It is time to stop tiptoeing around a serious matter presenting a challenge to all who serve as teachers and educators of the future leaders of our respective professions and, in some instances, our society. It also is time to decide whether we want to advocate for substantive changes in educational policy that will require a strict adherence to rules of honesty among our students, or would we rather see that objective further eroded by a fear of diluted faculty evaluations from our students?

This question is prompted because of what personally I am seeing and perceiving in the behavior of too many of our students and also because of what I am hearing from several of my colleagues who seem to be thoroughly frustrated by a lack of candor and integrity among our charges.

Consider this please, during the Spring Term of 2007, among the 100 plus students enrolled in the courses I taught, there were four claimed deaths in students' immediate families (one was proven factual), three claimed deaths in extended families (again, one was proven factual), four serious illnesses (none was documented), seven claimed life-threatening automobile accidents (none was documented), and one terminally ill dog on chemotherapy who required the constant care and attention of its master. Each of these very serious occurrences was used to explain planned or actual absences from class.

This statistical mother lode of information would be a research bonanza to almost any epidemiologist. Think about the findings of such a study, and the headlines it would offer a news-hungry public about the higher than expected risks to the families of students attending college. There is only one small problem with these remarkably well thought out excuses as noted above—most were untruths; lies!

> " *We have an obligation to our profession, to our students, and to civilized society to insist that our students uphold the highest principles of honesty and integrity in their dealings with us in the classroom.*"

By way of background, I have for several years imposed the following attendance policy in all of my courses: an unexcused absence from class costs an offending student one letter grade—there are no exceptions! For the vast majority of my students, that knowledge is sufficient to encourage a perfect attendance record; and many of these same students actually thank me for this unyielding stand—a number do so years after they have graduated and entered the workforce only to discover the reality of working for true bottom-line oriented executives in the public and private sectors.

There are, however, a relatively small, but vocal group of students who feel it is their obligation to challenge this "unreasonable policy" by every means available—including the feigning of, "life-threatening" emergency events of those closest to them—or so they would suggest in their "very convincing" pleadings.

At the beginning of each semester, in each of the courses I teach, the following perspective is offered to all students: the door of a classroom has two sides to it—one side of the door is in the classroom and the other side is facing the outside world. My responsibility and commitment to my students is inside that classroom door, and I accept willingly my obligations to my students when they are in class. Outside of the classroom, however, I refuse to become involved in their personal lives, and I insist that they not become involved in mine.

Thus, when students offer their pleas for missing a class, I suggest they do one of three things: (a) provide irrefutable evidence that what they are saying is a true and factual account of what actually took place; (b) accept the consequences of their actions (the loss of a letter grade) and learn from their mistake; or (c) withdraw from the course and take it at a time when they are able to attend all class sessions.

Though some students are appalled that I do not readily believe their assertions, in most instances the requirement of irrefutable documentation is sufficient to let students know I mean business; and they do not play the "excuse card" again. A number of students "ding" my lack of compassion and understanding in the course evaluations. I, in turn, make it a point to tell our department administrators each semester of the possibility of such complaints, before the period of evaluations ever begins, and I also tell them why these comments may be forthcoming.

It is reasonable to ask if I believe our students are as a group "bad actors," and in a few limited instances, the answer would be a resounding "yes." Overall, however, I believe the challenge we as faculty face relates directly to the permissiveness that is so prevalent throughout our society and the unreasonable expectation that we too will be understanding and accepting of our students' misadventures.

I would submit that rather than being understanding and accepting, we as teachers need to be less willing to "forgive" and/or "accept" either untruths or less-than-competent academic performance; and instead, we must hold our students directly accountable for all of their actions in our classrooms. If a student tells a lie about any aspect of a course, that untruth merits a failing grade. If a student cheats on an examination, that event should be reported to the Office of Student Responsibility and the offending student should be dismissed forthwith from the class and the academic program in which she/he is participating. If a student behaves in an aggressive manner toward an instructor, that behavior should be reported immediately to the Police Department with a request for prompt assistance in dealing with the student.

In other words, we have an obligation to our profession, to our students, and to civilized society to insist that our students uphold the highest principles of honesty and integrity in their dealings with us in the classroom. This insistence must become a binding requirement upon one and all who enjoy the privilege of participating in the courses we teach.

In short, a zero tolerance policy for errant behavior will send a clear and distinct message to our students that the time for misbehavior is past and will not be forgiven, forgotten, or in any sense permitted.

We as educators have an opportunity to assure that the generation succeeding us will be responsible, accountable, and productive and will act with integrity and virtue in defining their contributions to society. We must not fail them or ourselves in dispatching those duties. The consequences of failure are just too great to even contemplate.

Preparing Students for the Real World
Melvin Rogers

Melvin Rogers is the Associate Dean for Student/Personnel Affairs for the College of Health and Public Affairs (COHPA). He began his career in industry, working for Ford Motor Company, Chrysler Corporation, Rockwell Aerospace, and the Kennedy Space Center.

Throughout my corporate career, I taught as an adjunct instructor, knowing when I left the corporate world I wanted to teach. I wanted to bring the "real world" knowledge that I acquired into the classroom, to offer my students a realistic view of what they could expect upon graduation.

My goal in the classroom is to teach students the complexity and value of diversity, to best prepare them for professionalism in a diverse working environment. Students must acquire the knowledge, aptitude and skills needed to function effectively in different cultural settings. The need to understand how an organization can best manage its employees from different cultural and social backgrounds has never been greater.

It is a matter of survival for managers to think in a global context. We must prepare our students to also think in a global context. They will be working for internationally owned companies, or dealing with suppliers, customers, and co-workers from around the world.

In my courses, students compose their world by observing, thinking, writing, analyzing and reflecting upon it. They engage in a variety of reading, writing, thinking, speaking, and listening activities. Students write in a variety of modes to multiple audiences on potentially controversial topics. The goal of these activities is that students will acquire the knowledge, attitudes and skills needed to function effectively in diverse cultural settings.

Academic Success for Freshman Chemistry Students
Cherie L. Geiger

Cherie Geiger is an Associate Professor and Associate Chair of Chemistry, and a past president of the Florida Academy of Sciences. Her research focuses on materials development for environmental and defense department applications. She is working with the synthesis and characterization of new nanometer-size catalyst systems that are capable of being used with current green chemistry industrial chemical processes. She is also interested in the development of catalytic, active emulsion systems that are capable of removing and destroying PCBs from painted surfaces, soils, and sediments, as well as catalytic active emulsion systems for removing heavy metal ions from soils and sediments in fresh water and marine environments. She has taught literally thousands of students in the freshman chemistry series and remains dedicated to improved methods of teaching chemistry at the freshman level.

Over the years I've come to appreciate the intricacies of increasing the success of our youngest students in some of our most challenging courses. My first teaching experience at UCF was a class of 456 students in the CHM2045 course. I loved it and still do! The vast majority of the students in the class are 18 years old, fresh out of high school, and ready to be impressed by their new college experience. It's fun to go

into that lecture hall, full of energy, and pass it on to them. They can be drawn into the lecture and the excitement of new knowledge. I can get them to shout out answers in unison. I can see their faces change as their minds focus on the lecture material. The remote microphone allows me to sneak up on those that may think they can nap in class and publicly convince them that chemistry is more fun when you're awake. In short, I engage them and they engage me.

I teach courses ranging from freshman-level Fundamentals of Chemistry I (CHM 2045) to a graduate level Environmental Chemistry course. Students can become somewhat jaded to the learning experience as they mature and continue through college. They come into senior level chemistry courses ready to absorb as fast as they can, but somehow they seem to lose the excitement and interest in classroom interaction they had in that first year. While the upper-level courses allow me to integrate with higher-level students and material, I always gravitate back to the freshman classes because I love that open excitement I see with new college students. I feel like I can have the most positive effect on students in the first year of their college experience, and I feel wonderful when I know I have helped a student learn the necessary personal and academic skills to do well in college.

There are the intrinsic challenges in teaching large freshman classes: rigor of the course, huge number of students in one lecture hall, testing in that environment, returning tests in that environment, handling the large number of grades accurately, making a mental connection with students in that environment (i.e. engaging the student), etc. Obviously, smaller classes would be a better option. However, I've found the biggest challenge is teaching these young students to quickly develop the maturity, self-discipline, and self-awareness necessary to do college-level work. Freshman students face so many distractions and must learn so much about their own adult life in a very short period of time. For many, living away from home and lacking the outside discipline and emotional support provided by their parents poses a difficult learning experience. Most all of them were excellent high school students, and, in many cases, they never really had to work hard to earn good grades. The intensity of the learning environment at a university is a shock to many of these students.

I encourage them, on many occasions throughout the semester, to discover what kind of learners they are. If the student can quickly learn how he or she learns best, his or her chance of success is greatly increased. I personally learn in a most time-efficient way by listening to the information, preferably in person, then practicing what I've learned. Reading the information is supplemental for me. It's important to make sure students understand this is an individual trait, while others may find reading, etc. to be the fundamental learning tool.

At UCF we have a wonderful organization to help new students through these academic issues, the Student Academic Resource Center, or SARC. Personnel from SARC have been involved in the Chemistry Department's freshman course offerings for several years by providing tutoring, academic counseling, and supplemental instruction.

The Chemistry Department also provides graduate teaching assistants to help review material with students on an individual basis, and the laboratory courses provide a hands-on experience for our freshman students. We've tested and adopted on-line homework systems which include supplemental on-line, live help sessions, or phone-in help sessions. We've planned optimized laboratory learning experiences for freshman, but as yet haven't been able to secure the facilities or funding needed to hire extra teaching assistants or lecturers to run these labs.

All professors and lecturers in the Chemistry Department strive to provide the best undergraduate education possible to our students. Those in the department who teach freshman courses maintain active communication as a group to pass along information and tools that improve retention and scores for our freshman students. I can honestly say that the excitement and enjoyment that I feel in teaching freshman courses is shared by all who are involved in these courses.

A Positive Learning Experience: the SIM Theme Park Video Game Project
Michael Scantlebury

Michael Scantlebury is an Assistant Professor in the Tourism, Events and Attractions Department of the Rosen College. He joined the faculty of UCF in 2005 after completing his M.Phil. at The University of the West Indies, Mona, Jamaica, and his Ph.D. in the Recreation and Leisure Studies Department of the University of Waterloo, Ontario, Canada. His research includes community and enterprise relationships in heritage tourism and barriers to heritage tourism development.

Spring break 2007 provided me an opportunity to reflect on the success and challenges of my Scholarship of Teaching and Learning (SoTL) project that I conducted in Fall 2006. In a previous article, (*Faculty Focus 5.2)*, I outlined the project objective, to assess whether students who played the SIM Theme Park video game as part of their instruction in the HFT 4755 (Theme Park and Attraction Management course) would attain higher grades. The control group and test group of students both agreed to participate. The success and challenges of the project are summarized in the following.

1. Participation by students was enthusiastic.
At the start of the semester, the project was discussed with students in both the control group and study group. All the students agreed to participate and signed the Institutional Review Board-approved (IRB) informed consent form. The study group enjoyed playing the game as recorded in their reflective journals. Similarities and differences between the video game and the principles/realities of attraction management were recognized.

2. Completing the IRB process was "painless."
Securing IRB approval took less than one week! This was contrary to the rumors about the process. The FCTL and the IRB training were invaluable in securing the expeditious approval. The questions asked in the initial submission helped in sharpening the research focus.

3. Support from the Rosen College Technical team was a "project-saver."
Rosen College's technical support team was able to address the software incompatibility challenges that emerged because of the age of the game software and the relatively new operating systems used by students on their laptop computers. They also provided a designated computer in the lab on which the software was installed.

4. Expect the unexpected.
While it was expected that all students in the study group might have performed better than those in the control group, the results suggest that playing the game helped the weaker students.

> "As the semester progressed, the weaker students in the study group (the lower limit to the range) improved, and the upper limit of the range exceeded that of the control group."

5. Be flexible within reason.
As you plan a research project, be prepared to work through the challenges that emerge as they emerge. Be adaptable and face the project with excitement and enthusiasm. This is communicated to students who will bring a similar approach to the project.

With regard to the challenges:

1. Carpe Diem.
Changes in the availability of the SIM Theme Park software between the pilot testing in the summer and the time when the decision was made to launch the project created technical problems. The software available in the fall was more costly. Had I "seized the day," the cost of conducting the project would have been reduced by 50%!

2. Use new technology wherever possible.
SIM theme park is an "old" game, developed in the mid-1990s to run on Windows 95. A "patch" was needed for the game for it to work on the new Windows operating systems such as Windows 2000 and Windows NT. This created a need for assistance from the Rosen technical support team.

3. Obtain research grants to cover the cost of the project.
The department chair championed the application for funding to cover the cost of the software for the students. This application was unsuccessful.

4. Allocate more time than you think to working on the project.
Playing the game, maintaining my own journal, and reviewing student journals took more time than estimated. In planning the project, estimate the time and then double it!

5. Document the findings.
Sharing the findings of research is our responsibility. Writing is not so easy for some of us. It requires clarity of thought and focus, but it is essential that the research be shared. So what were those findings? From my data, it is evident that the study group on average started the semester attaining lower grades than the control group, and that the difference in grades was much more evident at the lower limit of the range. As the semester progressed, the weaker students in the study group (the lower limit to the range) improved, and the upper limit of the range exceeded that of the control group.

What is also interesting is that both groups of students recorded a similar average grade for their research papers; however, those students who played the SIM Theme Park video game recorded a lower limit of the range that was greater than the control group. Does this mean that playing the video game helped these students to perform better in their written assignments? Or were these students simply better at written assignments than at quizzes? Or was it the impact that students taking afternoon classes performed better than those taking morning classes? Perhaps in the fall 2007 semesters I will conduct a similar SoTL project and reverse the study group and control groups so that there will be a control for the time of day for the class. There are more questions than answers. Research does tend to raise more questions.

In conclusion, conducting this SoTL project has been a positive learning experience for both the students who participated and for me. There was not only teaching but learning. The weak students in the study group appear to have benefited more than their counterparts in the control group, but the big question remains, will the use of SIM theme park become a part of the regular instruction for this course?

Good Writing Is in Your Fingertips: The Benefits of Retyping
Barry Mauer

Barry Mauer is an Assistant Professor in English, where, as a generalist, he devotes much of his time to work with Film, Digital Media, Simulation, Drama, and Sociology. His research is aimed at inventing new media practices for the academy and beyond, approached through a program based on grammatology and heuretics.

When I was a graduate student, my professor told me that my writing style did not meet the standards for graduate-level writing. When I spoke to him about it, I admitted that my writing needed work but claimed I "had good ideas." I will never forget his answer: "If your writing is not clear to your reader, you have no ideas." He did me a favor. He also gave me valuable help; he rewrote the first two pages of my paper in his own crystal clear style and gave me the following assignment:

Retype these two pages, exactly as I have written them, without thinking about it.

Lo and behold! I felt, in my fingers, what it was like to write like a master! I could feel the rhythm of the complex sentences with their dependent clauses, the strength of the active verbs, and the flow of the paragraphs. I understood the placement of the thesis, the structure of the arguments, and the arrangement of the appeals. I still had a long way to go before I was able to write anything publishable, but this one assignment did more to help me learn the patterns of good writing than any other single lesson did.

> "Just reading great essays and learning the rules was not enough for me to create good writing. I needed training to learn the right habits."

Of course I had already taken classes in writing in which I had learned the rules for punctuation, grammar, and the rules of thumb for essay forms. But these rules only made for a "bottom up" approach to writing; the "retyping" assignment gave me what I really needed: a "top down" experience. Apparently, just reading great essays and learning the rules was not enough for me to create good writing. I needed training to learn the right habits.

Now that I teach writing at UCF, I put my former professor's lessons into practice. If I get a batch of papers that indicate my students need help with their writing, I do the following:
First, I find a model essay, the best example of writing I can find in the published literature, for the kind of project they are doing. Then I give them these instructions:
1. Retype the first two pages.

2. At the bottom of your last page, add the following statement: "I did not copy-and-paste this text; I typed all of it myself." Sign your name.

I found that students are very willing to do the assignment and curious about its effectiveness. They experience so much emphasis on "rule learning" and then great expectation that they can produce valuable original work, that they find it a bit of a relief to get away from rules and away from the pressure to be original. They are just copying.

Most of the students say they gain something from the exercise, but the real outcome is apparent in their next writing assignment, when I read papers that are much closer to the standards of college writing.

Some people may consider this assignment a kind of cheating or even "plagiarism." I would disagree; students are not claiming the ideas of the model essay as their own. They are learning the style of the professional essay. The proper analogy is to a tennis student who learns a swing by copying a master (or having a master move the tennis student's arm during the swing). All the theory and advice about playing tennis cannot replace the feeling of the swing itself.

In Medieval times, copying a classic book was the established way to learn the conventions of good writing. Since the invention of the printing press, people lost the habit of such copying. Sometimes renewing old traditions is the way to move ahead.

The assignment I give my students is transferable to any discipline that requires writing and to any level of student, from novice to advanced. Instructors requiring writing assignments should find samples of the best writing in their field that matches or comes closest to the writing they expect their students to produce. Have the students retype the appropriate excerpts (from two paragraphs up to two pages) before they begin their own writing. It would probably help the students for the instructor to explain to them why the sample represents the very best writing style for the project.

Since I have not tested this approach to writing beyond my own classroom, I would appreciate learning any results you find from trying it in your classroom.

Classroom Performance System for New Faculty

Thomas Brueckner

Thomas Brueckner is a Lecturer in the Department of Physics, specializing in large GEP courses. He has been teaching at the university level since 1990. In his spare time, he continues to research black holes and other exotic astrophysical objects.

I. What is CPS?

The CPS classroom response system is a radio-frequency clicker that UCF faculty and students can use with confidence and creativity. CPS response pads are like stripped-down cell phones that talk to the faculty members' computer. Well-designed CPS question sessions help you keep your students with you in lecture, and they offer some advantages to large lecture sections. The core of the CPS system is its software application, a free download for Windows and Macintosh users. Laptop users can download straight onto the laptop. Additionally, the Windows version already resides on many lectern PCs in campus lecture halls. The CPS software gracefully leads you through the creation process for creating your class in the CPS database, generating RTF files of the data you'll give students at the first class meeting.

The UCF Computer Store and the bookstore sell the blue and white Gen2 CPS clicker, and they keep a good supply.

The radio frequency receivers plug into a USB port. Laptop users can obtain a receiver by overnight from CPS, and the receiver already resides inside the CPS-ready lectern, hidden from view.

On the first day of classes, you need to publish the "class key" for your class, a code of numbers and letters that identifies your class. CPS generates this for you when you create your class. I publish the class key in my syllabus with a sentence like this: "CPS response pad registration uses the 'class key' for this section, PSC1121-0002. Section 0002's Class Key: UU25869UU888." The FCTL provides training for CPS use, and they know CPS thoroughly.

II. How to use CPS in classroom?

Before lecture, you use CPS to create questions that key to your lecture. Many formats are available, and graphic import is simple. Additionally, textbook publishers have pre-packaged CPS questions. My CPS questions tend to be multiple choice or calculation questions. The response pad has a nice display screen, like a calculator, so students can always see what they type in before pressing the "send" button.

I always launch CPS as soon as I arrive in the lecture hall. You can run a question session in "teacher managed assessment" (TMA mode), with full control. Students interact with the session content on the lecture hall's computer display. I use this in most lectures, with questions every few minutes in the places where I have designed for them to fit. PowerPoint works alongside CPS on Macintosh and Windows computers, so the teacher will toggle between CPS and PowerPoint. A variant of CPS for PowerPoint works inside PowerPoint on Windows machines, in one big smooth operation.

CPS also allows the teacher to create verbal questions and graphic tablet questions on the spur of the moment. A CPS session can also run as a "student managed assessment" (SMA mode). Instead of interacting with content on the lecture hall's computer display, in SMA mode, students work from a handout or booklet at their own pace. The lecture hall's computer display shows an icon for each clicker, indicating their progress on the handout. Their response pad also displays this information. They can back up, change answers, and manage their own progress. I like to use this as a review tool during the lecture before a midterm examination. Some faculty at UCF have used SMA mode for the actual mid-term exam, with multiple versions, paper free! FCTL can train you about using SMA for this purpose.

A friend in another university uses the response system in honors physics for all-question lectures: a series of questions punctuated by discussion. Questions, discussion, questions, discussion—my friend calls it "Socratic." I have done this a few times with 300 students in my regular physics lectures, and it is productive and fun.

III. Why use CPS?

The CPS is a reliable tool that one can adapt creatively for any number of purposes. I like to increase student focus on my lecture, get more student engagement, and push their thinking higher and higher. As creative as you are, that is how productive your CPS work can be. Work anywhere in the entire spectrum of critical thinking behaviors. Even gaming is possible (if that is your game).

One advantage of the CPS system is the clear display screen on the Gen2 clicker. It allows me to ask questions that call for numeric answers, such as, "How strong is the gravitational attraction between Earth and its moon?" Numeric answers are vital for mathematics and science courses. The quotidian tasks of every teacher, like daily attendance, are built-in functions.

IV. Large Sections

CPS now has significant advantages for those who teach large sections, particularly those sections using WebCT. The attendance function works easily and well, and CPS generates attendance reports as Excel files. CPS can upload each session data, questions and responses, to the CPS website. Students

can login to their account to view their classroom performance. From my experience, students keep an eye on this session data and use it like miniature study guides.

When the CPS-WebCT Powerlink is fully tested and installed, perhaps by January 2008, attendance records will be uploadable to WebCT in a trice. Also, data from daily question sessions, quizzes, and test will upload, either automatically or manually, straight into the WebCT grade book. This will increase the efficiency of CPS use enormously for large classes.

I encourage any new faculty member to try the CPS classroom response system. The FCTL can guide you with excellent training and support.

Clickers: Use Them or Lose Them?
Rani Vajravelu

Rani Vajravelu is an Instructor in the Department of Biological Sciences. She joined UCF in 1999. She has taught and revised a wide variety of botany courses with an emphasis on technology. She is the recipient of the UCF TEA and TIP awards and winner of the Innovative Excellence in Teaching, Learning, and Technology award at the 2007 International Conference on College Teaching and Learning. Her current interests are in promoting student success in both small and large classes.

"Who is the world's largest producer of chocolate beans?"

This is one of the many multiple choice questions in my Ethnobotany lectures used to elicit student response. After all, this is about chocolate, and everyone likes chocolate, so one would expect an enormous response. But I only hear a few feeble responses. I ask them to raise their hands if they know the answer, and even fewer hands rise reluctantly. I pick one student, and unfortunately the answer was wrong, and soon the other hands are withdrawn. Not willing to waste more class time, I give them the answer, repeat for everyone to hear, and move on assuming they learned the fact. I would find out later that only 30% of the class answered this question correctly in the exam. This is a scene from the B.C. ("Before Clicker") days of my large classroom.

Here's another scenario: same course, same level of students, but a different semester—a few minutes after I posed the above question, the entire class participated and within seconds, a bar chart summarized students' response: 76% picked South America; 20% picked Africa (which is the correct answer); and 3% chose South Asia. At the end, there was some

excitement that led to a brief discussion. I included a modified version of this question for the exam, and this time 89% answered correctly. Out of the 11% who missed, most had poor attendance in the course (another thing you can measure with clickers) and probably had not attended that day. Welcome to the A.C. (you guessed it: "After Clicker") days of my classroom!

I decided to use Classroom Performance System (CPS) clickers for Ethnobotany because of the class size (there are 200 students), the absence of a lab, the presence of both majors and non-majors, a steady rise in enrollment (40% more) since 2004, the mixture of international and cultural perspectives of the course content, and the disparity in student level and lack of a prerequisite plant course. Numerous questions like the one above, generally not found in the textbook, are incorporated into my lectures.

To ensure a smooth operation of CPS in my classroom, I started with a few practice sessions at the beginning of the semester. CPS was an important tool in my class. I used it to record attendance, test student understanding, take surveys, encourage student participation, administer quizzes, review before tests, give feedback, and post study guides. Paper submissions were allowed for students with missing or malfunctioning clickers, which became rare as the semester progressed. Students soon learned that using the clicker gave them an opportunity to receive individual feedback from the CPS website.

Another major role of CPS was to make lessons engaging, via a set of my own interactive questions that included a mix of multiple choice, true/false, yes/no, or image-based questions that I constructed, organized, and delivered for formative assessment. Teacher managed assessment (TMA) gives more control for the instructor, and the other mode, student managed assessment (SMA), allows flexibility for the students to proceed at their own pace. Both were used alternately for efficient use of class time. I combined CPS with PowerPoint to seamlessly incorporate verbal or predefined questions. To encourage individual participation, students were picked randomly through CPS. Later on, I could generate detailed reports from the lessons for the entire class or for individual students, calculate class averages, and assess the problem areas in content delivery and print the questions if necessary.

As I reflect on using CPS, I realize that a lot more information was covered and several opportunities were given to students to learn from their mistakes. At the end of the semester, despite the increase in enrollment and harder exams, there was a 10% increase in "B" grades, and a 6% decrease in "C" and "D" grades. In a survey, 69% of my students reported that the clicker quizzes helped them learn the material irrespective of the grades they earned. Even though 31% expressed concern about the money spent, 96% voted positively for the use of clickers in large classrooms. In spite of the time spent in maintaining hardware and software associated with the clickers, in my opinion, CPS promoted student engagement and im-

proved the learning process. When used creatively, along with other proven teaching methods, CPS will make a wonderful teaching tool in large classes.

Now, let's turn our attention to coffee. "Who invented brewed coffee for the first time? Turn your clickers on!"

Improving Student Writing by Writing Better Assignments
Karla Saari Kitalong

Karla Kitalong is Associate Professor and Director of Writing Programs in the English Department. Her research includes visual rhetoric and the usability of technical documents, as well as educational simulations and learning games.

This article is based on a workshop conducted at the FCTL's Summer Conference in May 2007. Workshop facilitators were Beth Rapp Young, English, Houman Sadri, Political Science, and the author.

Faculty often agree that writing promotes learning, but in the same breath, some admit that they seldom assign writing in their classes, either because their classes are so large that they can't manage the grading load, or because the papers students turn in are so poorly written that they are unsatisfying to read.

Current writing instruction often takes place—at UCF and elsewhere—in a discrete course or two, usually taken during the first year of college. Some departments require a second course during the junior or senior year. However, the best writing instruction is continuous throughout the undergraduate career, because effective writing within a discipline requires practicing the conventions of that discipline.

After you've read this short article, which addresses the quality issues, we hope you are inspired to incorporate writing assignments into some of your courses. The quantity/grading load issues will be discussed in a future *Faculty Focus* article.

Classroom writing assignments are usually classified as either informal or formal. Formal writing, or "writing to perform," includes essay exams, term papers, lab reports, and other similar genres, the conventions of which differ from one discipline to another. Assignments account for a significant portion of the student's grade; accordingly, formal writing is sometimes called "high-stakes writing." The finished products mimic the formats and styles of professionals' workplace communications.

In academic settings, informal is commonly called "writing to learn". Although such writing is not intended to be published, it is often part of the process of generating formal, publishable written communications. Informal assignments are often short, impromptu, low-stakes writing tasks that help students think through key concepts or ideas in an active, sometimes collaborative way.

Both formal and informal writing assignments require effective, clearly written assignments that you can assess with as little ambiguity as possible. Here are some guidelines for constructing effective writing assignments.
1. Start with a clear goal that you can express, by answering the question, "What learning goals does this writing task accomplish for students?"
2. Simplify your assignment, not by "dumbing down" what students are accountable for, but by focusing the question, using concrete language, and ensuring that students can easily identify the core question.
3. Visualize the end product and think backwards, asking yourself, "What do I want to read when I collect this assignment?"
4. Break the task into manageable steps that will result in the end product that you want to read. Allow for (and require) multiple drafts for high-stakes assignments.
5. Map the path for students by producing a written assignment sheet that includes the following items:
   a. A statement that ties the writing to specific course goals.
   b. The rhetorical context of the task: the audience that needs or would benefit from reading; the purpose of the communication; and the situation—political, social, cultural, physical, ethical, technological—to which the writing responds.
   c. A clear explanation of every element or step of the task, accompanied by interim and final due dates.
   d. The "value" of the assignment (percentage of grade or number of points).
   e. The criteria by which you will grade the assignment.

Focusing the question can be challenging. One effective technique is to ask students to write a response to a brief statement, quotation, or case study. Require that they support their response with relevant and credible evidence or facts. Here are a couple of examples adapted from John Bean's *Engaging Ideas* (see resource list). The first comes from a history course.

Original assignment: "Pick one of the following and write an essay about it: (a) Gothic cathedrals; (b) Charlemagne; (c) the Black Death. This is not a focused assignment." The available topics are too broad, which may lead to a superficial treatment.

Revised assignment: "'There is a connection between the worldview of a culture and the kind of architecture it produces.' To what extent does this quotation explain the differences between Romanesque and Gothic churches?" This assignment

asks students to react to a specific proposition; therefore, it is more focused and more likely to result in interesting, manageable papers.

Our second example might turn up in a science course. Original assignment: "Discuss the use of pesticides in controlling mosquitoes." Again, this question lacks focus. What is meant by "discuss"?

Revision 1: Try a more focused approach that grows out of your early assignment planning. "What are the pros and cons of using pesticides to control mosquitoes?" A question such as this would give students a chance to show what they have learned and even reveal their own viewpoints on the subject.

Revision 2: A still more focused way to assess student learning through writing is to ask them to respond to a specific case study: "Which pesticides (if any) would you recommend using to control insects in the attached case, and why?"

You can incorporate critical thinking and application of theory to practice by devising assignments that guide students toward their own knowledge-based propositions. Here's an example from the world of psychology. "Write an essay of no more than two double-spaced pages answering the following question: Is a skilled trout fisher on a variable interval or a variable ratio schedule of reinforcement? Imagine that you are writing to a classmate who has missed the last week of lectures and is confused by the textbook explanations of the terms." Notice that this assignment includes a target audience, which provides the student with information about the expected level of language formality.

If you want students to choose and support their own proposition based on the work of the class, you might want to assign a formal semester-long project. The following template can be adapted to any discipline. "Write an essay of X pages on any topic related to this course.

  a. In the introduction of your essay, engage your reader's interest in a problem or question that you will address. Show your reader what makes the question both significant and problematic.
  b. The body of your essay should be your own response to this question made as persuasive as possible through appropriate analysis and argumentation, including effective use of evidence."

This assignment would ideally include a short prospectus turned in near midterm, two drafts that are subjected to guided peer reviews and/or University Writing Center reviews, and a final portfolio that includes both drafts and all review comments as well as the final, polished essay.

For help designing writing assignments, email Karla Kitalong, Director of Writing Programs in the English department (kitalong@mail.ucf.edu) for informal consultation. Longer-term consultancies—such as curricular review and advice on how best to integrate writing—may also be possible.

John C. Bean's *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* comes highly recommended (Jossey-Bass, 2001). It can be ordered from online booksellers or the publisher <www.josseybass.com>.

The Faculty Multimedia Center (FMC) and Digital Image Processing Lab (DIPL)
Office of Instructional Resources (OIR)

The FMC is located in the Classroom Building 1, Room 202. A long time resource for the faculty of UCF, the FMC is pleased to announce that its services have expanded. Thanks to the recent integration of the FMC's sister lab, the Digital Image Processing Laboratory or "DIPL" as it is more commonly known, the FMC is now offering high speed document scanning, 3-D printing, micro-film scanning, bulk slide scanning, and portrait photography.

The DIPL was founded in 1989 by Dave Retherford and Jon Findell. It has been located since the early 1990s in the Research Park. Since its founding, it has worked to build partnerships with industry partners, such as the Eastman Kodak Company, in an effort to bring the highest level of scanning and imaging technology to the local as well as University community. These technologies include high speed document scanning (180 pages per-minute), 3D rapid prototype technology, large format photo printing, and digital photography.

The Faculty Multimedia Center has been in its current location, CL1-202, since the building was finished in 2000. The primary mission of the FMC is to service the faculty at UCF and to enhance and support classroom learning. The FMC offers services ranging from training to full production. Production services include video, photography, PowerPoint, scanning, and printing. In addition, the FMC offers training in all production areas in an effort to empower faculty in an ever-growing media-based teaching environment.

With the combining of the efforts set forth by the DIPL and FMC facilities, the faculty community at UCF have access to a comprehensive digital production facility. In the coming months, it is hoped that further technologies can be brought to the university faculty community. The best way to ensure that this happens is through the use of the new facility. Faculty using these technologies are asked to write a brief summary of their projects and the impact that those projects have on their programs. These are then passed on to our university partners as well as university administration in a hope of justifying further expansion.

UCF Library Updates

Did you know that the Libraries provide access to several databases that have online books? There are also several individual titles that are available 24/7 from the Libraries' homepage <http://library.ucf.edu>. Then click on Articles & Databases and use the A-Z list to find these titles. If you have any questions, contact Carole Hinshaw (chinshaw@mail. ucf.edu) or Ask A Librarian <http://library.ucf.edu/ask>. Our database selections now include:

Gale's Ready Reference Shelf:

Directories in Print	Gale Directory of Databases
Directory of Special Libraries and Information Centers	Gale Directory of Publications and Broadcast Media
Encyclopedia of American Religions	Newsletters in Print
Encyclopedia of Associations: National Organizations of the U.S.	Publishers Directory
Encyclopedia of Associations: International Organizations	Research Centers Directory
Encyclopedia of Associations: Regional, State and Local Organizations	International Research Centers Directory
Encyclopedia of Governmental Advisory Organizations	Government Research Centers Directory

Gale's Virtual Reference Library:

Beacham's Guide to the Endangered Species of North America	Gale Encyclopedia of Genetic Disorders
Biology	Gale Encyclopedia of Medicine,
Cities of the World, 2002	Gale Encyclopedia of Multicultural America
Countries and Their Cultures	Gale Encyclopedia of Nursing and Allied Health
Countries of the World and Their Leaders Yearbook	Grzimek S Animal Life Encyclopedia
Dictionary of American History	History Behind the Headlines: The Origins of Conflicts Worldwide
Encyclopedia of Crime and Justice	Major Acts of Congress
Encyclopedia of Education	New Catholic Encyclopedia
Encyclopedia of Food and Culture	Social Trends and Indicators USA
Encyclopedia of Islam and the Muslim World	St. James Encyclopedia of Popular Culture
Encyclopedia of Lesbian, Gay, Bisexual and Transgendered History in America	West's Encyclopedia of American Law
Encyclopedia of Small Business	World of Earth Science
Gale Encyclopedia of Alternative Medicine	World Press Encyclopedia
Gale Encyclopedia of Cancer	Worldmark Encyclopedia of the Nations
Gale Encyclopedia of Everyday Law	

- **NetLibrary:** NetLibrary provides access to over 50,000 titles in digital format.

- **Xreferplus:** Xreferplus is an online full-text reference library that provides access to over 200 titles including encyclopedias, dictionaries, thesauri and books of quotations, not to mention a range of subject-specific titles covering everything from art to accountancy and literature to law. Xrefer's Concept Map enables you to quickly find information when you don't know exactly what to look for or want to expand your knowledge of a given area. Here are a few sample Concept Maps:
  a. Photosynthesis
  b. Caravaggio
  c. Ottoman Empire
  d. Carson McCullers

Individual titles include:
- EBSCO Animals: Full-text records from the Encyclopedia of Animals describing the nature and habitat of animals.
- Funk & Wagnalls New World Encyclopedia: Over 25,000 brief encyclopedic entries.
- Merriam-Webster's Online Dictionary
- Oxford English Dictionary: Dictionary and authority on the evolution of the English language. Provides definitions, history, and pronunciation of over half a million words, both present and past.
- World Almanac: Database of The World Almanac, first published in 1868. Covers arts and entertainment, U.S. cities and states, people in the news, the nations of the world, sports, the environment, vital statistics, and much more.

Core Commitments at UCF

UCF was recently awarded a grant from the Association of American Colleges and Universities for their program, "Core Commitments: Educating Students for Personal and Social Responsibility." See <http://www.aacu.org/core_commitments/index.cfm>. UCF is one of 25 schools honored by receipt of this grant from over 125 applications received by AAC&U. A growing multidisicplinary team of faculty, administrators, and students are part of UCF's participation. Grant personnel, representing a diverse and multidisciplinary group of faculty and administrators, are: Nancy Stanlick, Associate Professor of Philosophy (co-PI); Alison Morrison-Shetlar, Dean of Undergraduate Studies, Director of the Faculty Center for Teaching and Learning, and Professor of Biology (co-PI); Stephen M. Fiore, Assistant Professor of Philosophy and Director, Institute for Simulation and Training; Martha Marinara, Associate Professor of English and Director of UCF's QEP for Information Fluency; John Frederick Schell, Vice Provost and Professor of English; Alvin Wang, Dean of the Burnett Honors College and Professor of Psychology; and Patricia MacKown, Assistant Vice President for Campus Life and Director of the Office of Student Rights and Responsibilities.

Core Commitments is primarily an educational program with research components involving ethics education in practical contexts for academic and personal integrity. We have developed 5 major (and 5 additional, subsidiary) projects for Core Commitments for UCF. The five primary projects are:

1. Academic Integrity Seminars. UCF already has in place a "reactive" academic integrity seminar that is offered by the Office of Student Conduct and the Department of Philosophy for students who have been referred to the seminar for some violation of UCF's Golden Rule. We believe, however, that a proactive seminar in academic integrity is as beneficial to our students as a reactive one. The proactive seminar will include topics in research (how to cite sources, where to find them, means to evaluate sources of information) and the ethical implications and importance of the quality of research conducted, reported, and evaluated. We are presently developing a pilot project for targeted groups of incoming and current UCF students that will begin in the fall term (2007).

2. UCF's Department of Philosophy Southeast Regional Ethics Bowl team has participated for the past three years in the SERB in St. Petersburg. We have developed content and plans to hold inter- and multi-disciplinary ethics bowl competitions here at UCF for interested departments and programs. These will also begin in fall 2007. We will soon begin advertising for the formation of internal ethics bowl teams.

3. The UCF Faculty Senate Ethics Task Force is currently composed primarily of faculty and administrators and serves as an advisory group to UCF regarding ethical issues that we face in a large, metropolitan university setting. We are creating the framework for departments, programs, and colleges to form ethics task forces that will serve in an advisory capacity to the Faculty Senate Ethics Task Force.

4. IPL (Interactive Performance Lab) developed by Jeffery Wirth in the College of Arts and Humanities, School of Film and Digital Media, is situated to provide unique learning experiences for students and faculty in interactive, immersive ethical dilemma scenarios. Holding that ethics education is not exhausted by either the singular pursuit of knowledge of theory nor by considering ethical dilemmas or "real-life cases" only in the abstract, IPL provides the opportunity for participants to apply ethics in decision-making contexts in which they are actual participants.

5. Faculty Development Opportunities at FCTL are a major component of our participation in Core Commitments. Faculty members from diverse disciplines and backgrounds were participants in the 2007 Summer Faculty Development Conference in May. Faculty development activities that are supported through stipends for individual faculty members from the UCF Core Commitments project include development of course content consistent with Core Commitments five key dimensions. Faculty members who are interested in participating in this project to create Core Commitments course content should watch for announcements regarding CIPs (Course Innovation Projects) and the Summer Conference track for Core Commitments.

Core Commitments involves institutional support of five key dimensions. They are:
- Striving for Excellence
- Cultivating Personal and Academic Integrity
- Contributing to a Larger Community
- Taking Seriously the Perspectives of Others
- Developing Competence in Ethical and Moral Reasoning

Our grant activities supplement the many and varied projects, goals, and programs already in place here at UCF and are designed to enhance and build new UCF projects with which one or more of the five dimensions are associated. The Core Commitments "traveling team," charged with responsibility for working closely with AAC&U and other Leadership Consortium schools, attend Leadership Consortium meetings organized by AAC&U. This team both reports to AAC&U and receives updated and new information to enhance and assist with implementation of Core Commitments projects at UCF.

For more information about the Core Commitments project at UCF, please see <http://pegasus.cc.ucf.edu/~stanlick/CoreComm2007FacDevel.htm> and contact Nancy Stanlick in the Department of Philosophy (stanlick@mail.ucf.edu).

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

Campus Quick References

Who is my first contact for any faculty-related questions?
Faculty Center for Teaching and Learning
www.fctl.ucf.edu
407-823-3544

How can I find my way around the UCF campus?
Campus Map
campusmap.ucf.edu

How do I know when the semester starts? Ends? When do I give my final exams?
Academic Calendar
www.ucf.edu/info/acad_calendar.php
www.registrar.sdes.ucf.edu/calendar/exam

What is the difference between my PID and my NID?
Your PID is used at my.ucf.edu
Your NID is used for email.

Where do I get my UCF ID card?
UCF Card Office
www.ucfcard.ucf.edu
407-823-2100

How do I get a parking decal?
Parking Services
parking.ucf.edu
407-823-5813

What do I do regarding seriously disruptive students or emergencies?
Police Department
police.ucf.edu
407-823-5555

What is the Faculty Union?
United Faculty of Florida-UCF Chapter
www.uffucf.org

Where do I go for help with digital imaging, photography, teleconferences or video production?
Office of Instructional Resources
www.oir.ucf.edu
407-823-2571

Where do I go to develop online materials for a course, or to learn how to use WebCT?
Course Development and Web Services
reach.ucf.edu/~coursedev
407-823-3718

How do I place books on reserve for my class, or suggest books for the library to get?
Library
library.ucf.edu
407-823-2564

Who can I call for help with dial-up Internet, wireless Internet, on-campus Internet, email?
Computer Help Desk
helpdesk.ucf.edu
407-823-5117

How can I access my GroupWise email from any computer with an Internet connection?
Login at mail.ucf.edu with your GroupWise login and password.

Does UCF have a toll-free number I can use to dial up to the Internet while I am traveling?
UCF on-the-go www.ucf.edu/onthego

How do I make sure the bookstore carries my textbook?
UCF Bookstore
www.bookstore.ucf.edu
407-823-2665

Does UCF have a gym for faculty to use?
Wellness Research Center
pegasus.cc.ucf.edu/~wrcenter
407-823-3509

How do I buy tickets for UCF athletic events?
Athletic Ticket Office
407-823-4653

How do I open a UCF Credit Union account?
UCF Credit Union
407-823-3176

Where can I send my students when they need help with their writing for my course?
University Writing Center
www.uwc.ucf.edu
407-823-2197

Where can my students go for tutoring or supplemental instruction?
Student Academic Resource Center
www.sarc.sdes.ucf.edu
407-823-5130

Where can students go to find a job after graduation?
Career Resource Center
www.csel.ucf.edu
407-823-2361

Who do I work with to help accommodate students with disabilities?
Student Disability Services
www.sds.sdes.ucf.edu/default.htm
407-823-2371

Where can I refer a student who is having emotional difficulties for counseling?
Counseling & Testing Center
www.counseling.sdes.ucf.edu
407-823-2811

Where can I refer a student who needs medical care?
Student Health Center
www.shs.ucf.edu/home.htm
407-823-2701

Submissions

The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full- and part-time faculty and teaching assistants at all UCF campuses. Its purpose is to provide an exchange of ideas on teaching and learning for the university's community of teachers and scholars. It is envisioned that this publication will inspire more dialogue among faculty, whether in hallway discussions, departmental meetings, or in written articles. This represents an opportunity for faculty to reach their peers throughout the growing UCF community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay.

See the guidelines for submission online at <www.fctl.ucf.edu/focus/guidelines.htm>. Please send your submissions to *Faculty Focus*, (fctl@mail.ucf.edu).

Faculty Center

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