Faculty Focus

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Celebrating UCF's 50th Anniversary

Welcome!
Melody Bowdon

Melody has served as Director of UCF's Karen L. Smith Facul- ty Center for Teaching and Learning since 2010. She joined the UCF faculty in 1999 and is now a Professor in the Department of Writing and Rhetoric. Her scholarship focuses on social media and community engagement in profes- sional and technical communication, gen- der and technology, and faculty develop- ment.

Dear Colleagues:

Welcome back! I hope you had a restful and/or productive summer and are feeling enthusias- tic about the new academic year. As you prob- ably know, UCF recently celebrated our 50th anniversary, and the Faculty Center staff and I have enjoyed being part of a variety of activi- ties related to that exciting milestone. As we begin the second half of our first century, we look forward to working with you to promote excellence in teaching, learning, and scholar- ship for faculty on all UCF campuses.

We've had a busy summer, beginning with the co-hosted annual faculty development confer- ence and including two successful new events, Scholarship of Teaching and Learning Day and Teaching and Learning Day. We've hosted a variety of workshops and collaborated with a number of offices across campus to support teaching and learning events. On August 12th and 13th we welcomed nearly 100 new faculty to the university and we are now in the pro- cess of gearing up for an active fall term. In addition to the collaboratively-sponsored an- nual summer conference and the winter con- ference, our plans for this year include:

- A series of workshops on foundations of teaching offered frequently throughout the year, addressing topics such as communicat- ing expectations to students, demonstrating respect and concern for students, creating a positive learning environment, and motivat- ing students to accomplish course goals (fac- ulty members who attend all four workshops in any sequence during the year will receive a certificate of participation)
- Other weekly workshops on topics such as teaching with cases and scenarios, directing theses and dissertations, and effectively incor- porating technology in the classroom
- A fall Course Innovation Project called As- signing and Assessing Multimedia Student Projects that will extend into a scholarship of teaching and learning project in the spring
- A spring STEM faculty development cohort that will use peer observation of teaching as a way to explore and reflect on innovative tech- niques for teaching
- Fall and spring workshops on communicating in academia, including such topics as: instruc- tor credibility, communication anxiety, student comprehension, visual aids, professional com- munication, and nonverbal communication
- A fall "Writing a Journal Article in Twelve Weeks" faculty development cohort
- A spring "Writing Your Scientific Journal Ar- ticle in Twelve Weeks" faculty development cohort
- Fall book clubs reading Alina Tugend's *Better by Mistake: The Unexpected Benefits of Being Wrong* and Parker Palmer's *The Courage to Teach*
- A spring book club reading *How Learning Works* by Susan Ambrose, et al.
- Fall and spring learning communities for ad- junct faculty, new faculty, and advanced fac- ulty
- Fall and spring teaching circles co-hosted by the Burnett Honors College
- Spring co-hosted workshops on applying to be

a Fulbright Scholar
- The Faculty Writing Club, an open opportunity for any faculty member working on a writing project to come and write with colleagues in a quiet environment (every Tuesday and Friday from 10 a.m. to noon)
- Individual consultations on any teaching-related topic

We hope you enjoy this edition of the *Faculty Focus*, which features articles by recent faculty award-winners and representatives from several key campus entities. As we get started with another busy semester, please keep in mind that Faculty Center staff members are here to help. If you would like to schedule a one-on-one consultation or class observation, or if you'd like to attend one of the events mentioned above, please contact us at fctl@ucf.edu.

Happy Fall,

Melody

Teaching Strategies Outside the Classroom: Independent Studies, Thesis Supervision, and Mentoring
Yovanna Pineda

Yovanna Pineda is Assistant Professor of Latin American history in the History Department. She received her Ph.D. from the University of California, Los Angeles and has held post-doctoral appointments at the University of Illinois at Urbana-Champaign and Harvard University. She is currently working on a second book project, *Plowing toward Modernity*, that examines the effects of the transfer of rural technologies and techniques to Argentina from 1860 to 1940.

Before my first semester officially began in fall 2010, I was asked to supervise a Master's thesis and an honors-in-the-major thesis in History. As the semesters progressed, additional students asked me to supervise their theses and independent studies projects. Because I had believed in the liberal arts tradition of one-on-one teaching and mentoring for effective learning and development, I took an interest in the students' requests. Indeed, working with students individually on their projects is a worthwhile and honorable task. But after three years of having worked with ten individual projects, I felt overwhelmed, in particular because these independent activities were considered extracurricular and outside my regular duties of teaching, research, writing and service that were essential for tenure.

In this article, I will briefly discuss three important issues in mentoring and supervising an independent study or thesis: (1) how to set mentoring goals for the student and for the professor, (2) how to get compensated and acknowledged for your work as a mentor, and (3) how to simply say "no" to students. Beginning in my first year, I received three to four requests per semester from students seeking to do an independent study. Fortunately, early on, I developed a selection system. I requested to see a writing sample and to meet before the independent study period began. At the meeting, the student and I developed a contract, usually a syllabus of expectations, readings, and learning outcomes so the students clearly knew what was expected of them. We also established a plan for meeting days and discussed how to achieve a final product, such as writing a thesis, a book review, or paper for publication in a student journal.

As the professor, I also established mentoring goals for myself: "what do I want from these mentoring experiences?" I separated my one-on-one teaching into three types of mentoring: Honors-in-the-major (HIM) advising, independent study supervision, and graduate student supervision. My goal in HIM advising was to ensure that students learned the research and writing processes, and completed the thesis. For independent study, I chose to only work with students interested in graduate studies. At the graduate level, my goal was to teach students to become independent scholars, ground them strongly in the historiography, and prepare them to do research at a level at which they are able to write a thesis in history and pursue an academic or nonacademic career. As a mentor and teacher, I have attempted to be a role model by encouraging my students to do what I do: present their work at conferences, publish their papers, and solicit grants.

Mentoring is hard work performed by both the student and the professor that is seldom compensated or acknowledged. By my second year, however, I discovered that there are several options for receiving compensation for directing undergraduate research, such as through the Burnett Honors College, the Research and Mentoring Program (RAMP), LEAD, or SMART. In the future, I plan to assign students to search for funding for their research. In the long run, working with students involved in these programs will benefit them and you because both the professor and student are compensated and most importantly, acknowledged for the long hours involved in working individually with a student.

Saying no to a student is never easy, but I have come to realize that it is a disservice to the student and me if I take on another student when I simply do not have the time or energy to supervise an additional thesis or independent studies. In the process of saying no, I could subvert the guilt by imagining myself working late into the night, reading, editing and

revising independent study papers. But instead, I follow my own guidelines to request a five-to-ten page writing sample and regular face-to-face meetings. In some cases, I have found that students politely decline my offer or choose to ask someone else with less "rigorous" guidelines. In other cases, if the writing sample is poor or the student is too busy to meet with me, I politely decline to work with them and explain my reasons, such as that I conduct independent studies in face-to-face weekly meetings rather than by email. In these cases, there might be some initial disappointment, but I believe the final result is a better mentoring experience for both the student and the professor.

Process-Based Learning and Academic Integrity
Lisa Nalbone

Lisa Nalbone is Associate Professor of Spanish in the Department of Modern Languages and Literatures where she teaches 19th to 21st century literature, culture, and writing. She is currently developing a workshop on the topic of process-based learning and academic integrity as well as writing a book on women's novels in 1950s and 1960s Spain.

The common pedagogical paradigm of measuring learning outcomes as a basis to determine the final grade for a particular assignment often sidesteps measuring the process students follow to complete that task. An unintended consequence of this model is the propensity toward academic dishonesty as students, for various reasons, may submit plagiarized work. In response to recent chatter on the long-time academic malaise of academic dishonesty, this essay proposes one combat strategy: process-based learning as a means to promote academic integrity.

What is process-based learning?
According to Olivera Marjanovic, "Process-oriented learning designs are innovative learning activities that include a set of inter-related learning tasks and are generic (could be used across disciplines)" (66). In the context of this present essay, I will discuss several steps I integrated throughout a recent semester that culminated in the students' production of a term paper.

Implementation
I identified a common model of steps students would successfully follow to complete this type of writing assignment: settling on a theme and devising the thesis statement, undertaking the literature review and preparing the bibliography, demonstrating knowledge of MLA style, drafting the outline, and writing the paper. An added step that I have tagged as useful is the incorporation of a peer-level discussion on the topic that takes place during the writing phase.

With these steps identified, I added them to my syllabus at logical intervals, working backwards from the term paper due date and assigned a grade to each step. The dates depended on the depth of the assignment relative to the other course components.

Because students had the time to search for their critical sources, they comfortably relied on academic sources, many of which they secured through Interlibrary Loan, strengthening the overall quality of their research. (In my experience, although I have required this in the past, some students invariably include non-academic Internet sources. By incorporating this aspect of process-based learning, the issue was circumvented.) Students turned in solid bibliographies that reflected thoughtful consideration of the literature review. Furthermore, the bibliographies, while not perfect in format, were an improvement compared to those prepared in previous semesters because, I believe, the students completed UCF library's Information Literacy Module titled "Citing Sources Using MLA Style."

Prior to handing in their final theme and thesis statement, students practiced this exercise on a number of different topics during class. They benefited from in-class peer and instructor feedback as they gained confidence in executing this skill. As a result, students developed interesting themes and well-constructed arguments in their term papers.

Regarding peer feedback, the discussions took place on Webcourses. Students had a window during which to post/share with the group, among other concepts, thoughts on their topic, why they chose it, and what they hope to demonstrate in their essay. In the next time window, students responded to at least three classmates' posts with pointed comments or questions, words of encouragement, their reaction, etc., in order to open the dialogue on topics at hand. I found this interaction beneficial particularly when students presented their work at the end of the semester in that it activated students' memories and contributed to a livelier-than-usual discussion on concepts to which they were previously exposed.

Two weeks before the final due date, students turned in an outline or summary of their project. In most cases, this process teased out the major components of their study and, more importantly, this is when students began to see everything coming together. They began to take ownership in the process as something of their own creation.

Outcome

As a result of incorporating process-based activities, quality rose in importance; many students commented that they felt they had the tools they needed to write the body of their paper. In soliciting student feedback on this process, there was overwhelming support. Notwithstanding one student's concern that the process interfered with her typical practice of gathering all her materials together and writing the paper in one fell swoop, students overwhelmingly acknowledged that they felt like they were set up for success. By approaching the assignment as a process, they worked with solid bibliographies, a sound thematic foundation, peer feedback, and logical organization of ideas. The process fully promotes academic integrity and equips students to produce quality deliverables.

Work Cited

Marjanovic, Olivera. "Towards a Web-Based Handbook of Generic, Process-Oriented Learning Designs." *Educational Technology & Society*. 8.2 (2005): 66-82.

Synthesizing National and Local Teaching Innovations: The Tuning Project and Writing Across the Curriculum
Daniel Murphree

Daniel S. Murphree is Associate Professor of History in the Department of History and Assistant Editor of the *Florida Historical Quarterly*. He is the editor of *Native America: A State-by-State Historical Encyclopedia* (2012) and author of *Constructing Floridians: Natives and Europeans in the Colonial Floridas, 1513–1783* (2006), which received the Florida Book Awards' Silver Medal in the nonfiction category and the Florida Historical Society's Harry T. and Harriette V. Moore Award.

National teaching improvement endeavors often intersect with local campus initiatives in unexpected ways. Specifically, the American Historical Association's (AHA) Tuning Project appeared at a time (2012) when faculty members of the Department of History began collaborating in an effort to better promote UCF's Writing Across the Curriculum (WAC) program. No UCF faculty are formally part of the Tuning project, but Tuning's goals served as important guideposts in the creation of a new approach to furthering WAC objectives and helped participating faculty create a model of history course congruence that transcends regional, thematic, temporal, and instructional-level categories. While still not fully implemented, the bridging of Tuning Project and WAC approaches allows faculty to devise assignments that

help students practice broadly applicable skills and achieve comprehensive learning goals while remaining firmly in the realm of history and historical thinking.

The AHA's Tuning Project is an effort "to articulate the core of historical study and to identify what a student should understand and be able to do at the completion of a history degree program." Sixty-five history educators from colleges and universities around the country agreed to collaborate in formulating core objectives, in the process clarifying the skills recipients of a history degree can use "in terms of personal development, civic engagement, and career potential." Early fruits of the initiative's efforts included dozens of "core competencies" and "learning outcomes" that students pursuing history degrees should be able to demonstrate. The future of this initiative is unclear but the efforts of Tuning Project participants have resulted in a framework that should give teachers much to discuss in coming years.

WAC programs, in contrast, have been in existence in U.S. colleges and universities for over three decades. Diverse in structure and specific objectives, most emphasize the concept of "writing to learn": an approach to assignments in courses of all disciplines that encourages multiple student writing activities designed to promote learning of subject-area concepts and instill broader critical thinking skills. Accordingly, instructors design and coordinate writing assignments in a manner that encourages students to conceptualize writing as learning, thereby providing them with an additional means of facilitating their education. In other words, "when students are given frequent and structured opportunities to practice writing, they become more engaged with their learning, think more critically, and communicate more effectively."

The genesis of the UCF initiative occurred in the Spring 2012 semester, when two history faculty members and I were appointed "WAC Fellows" and charged with developing "discipline-specific, writing-related student-learning outcomes, and assignments to support those outcomes." The history contingent collaborated with teams from the departments of chemistry and nursing to share strategies and familiarize ourselves with other disciplines' classroom practices. Our colleagues helped the history team better understand the importance of campus-wide writing practices in clarifying their fields' overall relevance to students and faculty alike. Moreover, though potential nurses, chemists, and historians perform different tasks, clear, effective writing is essential to all of them.

These ideas gelled amongst the history team members in relation to another of the Tuning Project's points of emphasis: aligning specific curriculum elements in relation to introductory, upper-level, and capstone courses, as well as

to three degree levels (associate's, bachelor's, and master's). In short, we decided to pursue WAC related goals in course content changes that would transcend the different levels of our programs (core, major, and master's level) by employing a coordinated schema to progressively build the writing skills of our students.

We began the process by developing "general learning outcomes" that could be applied to courses at all levels. Students at all academic levels should be able to demonstrate understanding of lecture and assigned reading content through responses to prompts in formal, informal, open form, and expressive in-class and out-of-class assignments; demonstrate understanding of methodological approaches by applying them to prompts dealing with historical interpretations; demonstrate understanding of different types of evidence through responses to prompts in which they are asked to form conclusions using multiple types of evidence; and demonstrate comprehension of analytical concepts commonly employed by historians through writing assignments built around close readings of primary sources.

The next step involved deciding which learning outcomes should be emphasized at each level. We determined that at the core level students should demonstrate the ability to use provided materials to perform basic analysis for improved comprehension of primary and secondary sources. At the major level students should demonstrate the ability to locate and use a range of secondary materials to contextualize and analyze primary sources, address major problems, and make evidence-based arguments. Graduate level students, in turn, should demonstrate the ability to locate and use a range of secondary materials and recognize and critique abstract themes and major problems.

Our next task pertained to teachable sources. We quickly determined that using a single source or collection would facilitate coordination across levels and that a good option for our purposes would be the "Trans-Atlantic Slave Trade Database" <http://www.slavevoyages.org/tast/index.faces>. Not only did this online database provide materials that were relevant to most courses offered by our department, it also was freely accessible by students and designed for use in higher education institution classrooms.

We then designed several specific assignments that could be built around our outcomes and source base. Though each assignment is conceptualized differently based on academic level, all are constructed to coordinate and advance student progression in obtaining the research skills that historians should possess, regardless of occupation. Each assignment is also designed to expand the different types of writing (discussion posting, extended essay, high stakes, low stakes)

that all students should become familiar with while increasing the number of assignments requiring student writing overall.

It should be noted that the above benchmarks and assignments do not wholly reflect Tuning Project or WAC guidelines, but are an adaptation of both to address particular concerns, and that we do not recommend imposition of this project or related philosophies on faculty at any institution of higher learning. Nevertheless, we do believe that the process described above offers important lessons. Interdisciplinary collaboration can lead to unexpected results. The above assignments promote "writing to learn" and coordinate learning objectives. Neither designed nor expected, the synthesis of Tuning Project and WAC objectives benefited our efforts to fulfil the goals of both programs. And, much like the Tuning Project and WAC, our model contains ideas and techniques that hopefully will inspire further innovations aimed at improving higher education curricula.

Compassion
Juli K. Dixon

Juli Dixon is Professor of Mathematics Education in the College of Education and Human Performance. She coordinates the award-winning Lockheed Martin/UCF Academy M.Ed. in K-8 Mathematics and Science and the Mathematics Education track of the Ph.D. in Education. Her research interests include content knowledge for teaching mathematics and supporting students and teachers to explain and justify mathematical ideas.

As I prepared to begin my contribution for the *Faculty Focus* I began by thinking about what most impacts my interactions with students at UCF. What does it mean to be an effective educator?

Is it my focus on the scholarship of teaching and learning? Clearly that influences what I choose to teach in my classes and how I teach it. I have been immersed in classroom teaching experiments for many years. They take into account the chaos of the classroom and actually use it as a springboard for making sense of how students learn.

Is it my work with doctoral students? I take great pride in mentoring doctoral students. Just as children are the future in the broad sense, doctoral students preparing for a career in academia are our future. I work with doctoral students in support of their teaching, research, and service as I think that each area contributes to creating a well-rounded academician.

Is it my interactions with the students in my classes? I continue to feel that I learn from them as much as they learn from me. My classes are organized around the use of classroom discourse to support students as they construct their knowledge. After 18 years teaching at the university level, I am amazed that my students have so much to teach me.

As it turns out, it is only partly those things. What has had the most profound influence on my interactions with students at UCF is what I gained from parenting. What I've gained from my focus on the scholarship of teaching and learning, mentoring doctoral students, and my teaching at UCF pale in comparison to the impact on the growth I have made as a teacher as a result of supporting my own daughter through immense struggles over the past three and a half years.

Three and a half years ago my daughter, then 12, suffered a massive stroke to the left hemisphere of her brain. Up until that point I had thought of myself as an accomplished educator. I worked hard at my teaching, I was conscientious regarding my service to the discipline, and my research informed my practice. I had so much to learn regarding what it meant to be an effective educator. It took supporting my daughter as she relearned everything to see what I was lacking. When my daughter awoke from an extended coma following her stroke she had to relearn how to eat, speak, walk, write, read, do math, and so on. I took a partial family medical leave to support her following her stroke. I used everything I had ever learned as an elementary school teacher and educator. I gained a new understanding of how to teach the struggling learner. I developed patience, compassion, and an appreciation for the power of motivation and positive thinking.

My daughter, Alex, is now preparing to begin 10th grade. She has gone from a wheelchair, to a cane, and now she walks unassisted. Her gait is not normal but she gets around. She passed her state mathematics and reading tests this past year. She continues to work harder than anyone I have ever met. She is determined to make a full academic recovery even though she only has one working hand and half of a normal field of vision.

She recently gave a talk to preservice teachers at UCF. She told them that her best experiences in school resulted from teachers challenging her to work in a group, to make arguments, and to make sense of the arguments of others. Those teachers helped her to feel like an important contributor to the class and as a result, she learned. She also said that teachers who used humor helped her most.

My own experiences supporting Alex and my younger daughter, Jessica, through this ordeal helped me to have compassion for what cannot be controlled in the lives of my students. I am a better listener. I have not changed my expectations for students—I just have come to learn that they sometimes encounter the unexpected, and adjustments might need to be made by all. I am a more compassionate teacher because of my experiences parenting. If we can make an emotional connection to what we learn, we are more likely to remember it later—I choose humor as that emotion now more frequently in teaching.

In my interactions with doctoral students, I find that I have learned to listen better—to help them to build upon their strengths to achieve their goals. Being a doctoral student is extremely stressful—I try to remember that as I push them to do their best.

Interestingly, my focus on the scholarship of teaching and learning did not change so much as a result of my parenting; rather, my parenting was enhanced as a result of my experience examining my practice. I did the same thing while working with my daughter to help to determine what was working and what could work better.

Reteaching Alex has taught me that anyone can learn and that it is my responsibility as an educator to determine how to allow all students to reach their full potential, and just possibly, beyond it.

A Brief Model for Graduate Teaching and Mentorship
Oliver W. Edwards

Oliver W. Edwards, Ph.D., NCSP, is Associate Professor of School Psychology. He teaches courses in applied behavioral analysis and child psychopathology assessment. Currently, he is researching social support networks as well as health disparities and their impact on ethnic minority school children.

My efforts in graduate teaching and mentorship are framed by my personal and professional experiences as a graduate student, school psychology practitioner, and faculty coordinator of the UCF Graduate School Psychology Program in the College of Education and Human Performance. I believe that graduate teaching involves mentorship, and this process of teaching and mentoring occurs within a co-constructive framework determined by both faculty and graduate students.

As part of this framework, I believe in personal teaching efficacy—a construct that suggests all of my graduate students will complete their thesis and dissertation in a timely manner and that their line of research will lead to outstanding professional opportunities. In this article, I offer readers some of my insights into teaching and mentoring graduate students and outline considerations to help others more effectively traverse the course from graduate student to faculty.

Goals of Teaching and Mentorship

I believe a professor and an academic program are known best for the graduates they produce. Thus, my teaching and mentorship advance my students' scholarship. I find that students are empowered when their dissertation and research drafts, publication manuscripts, and grant proposals are returned promptly with high-quality feedback. I work with my students to help them develop research agendas that will serve them well many years post-graduation.

More than working with my students to answer scholarly questions, I try to help them learn to ask the substantive question that has both theoretical and practical implications for their discipline and society. When my students can ask the right question, we will always be engaged in meaningful efforts to research and answer these questions in order to aid humanity.

Challenges of Teaching and Mentorship

Students enter graduate training possessing differing degrees of abilities, commitment, expectations, and availability of time. Additionally, their understanding of the discipline's formal and informal values and ethical guidelines vary substantially. Graduate faculty are also mentors and we mentors are a similarly disparate group. Our interest in mentoring, degree of commitment, expectations, and time available for mentorship opportunities also differ. Faculty who mentor graduate students may undergo experiences ranging from extremely enjoyable to surprisingly difficult and disappointing. Despite faculty-student relationships that are well-matched and buoyed by a responsible student and a well-prepared professor, it is almost impossible to avoid complications during collaborations. Faculty and students may expect difficulties associated with the need to ensure rigorous education and noteworthy research, as well as differing expectations and time commitment required of both parties.

In light of the aforementioned, it may surprise readers to learn that my mentoring relationships with graduate students have been invariably positive and successful. Teaching and mentoring are intrinsically rewarding. The gratification that arises from sharing one's time, knowledge, and insight can be professionally and personally sustaining, as is the sense of "giving back" and contributing to one's scholarly lineage.

Teachers and mentors not only impact students, our impact can change the world.

Regrettably, however, many students, even doctoral students, sometimes underestimate their capabilities and their potential to positively impact the world. Good mentors inspire their students to reach beyond their perceived capacity, even to the point of risking failure to reach their potential. It has been my experience with students that micro-failures (small setbacks) that result in learning often lead to macro-achievements (great successes). By helping students learn to stretch themselves intellectually and psychologically, I believe that I am teaching them to always see beyond the "is" to the what "can be" with respect to who they are as persons and professionals.

I use a collaborative model to help my students become competent, caring, ethical, and socially responsible professionals. We also collaborate to help them craft a line of research that will serve them well many years after graduation. I work diligently with my students to develop a culture of shared responsibility for success or failure, but I encourage success by working to maximize the time available for mentorship, having high expectations for all students, and valuing and actively advancing students' autonomy.

Master Teachers are Master Mentors

Research suggests, and I believe, master teachers engage in consistent self-reflection to enhance teaching and learning. I often invite my graduate students to meetings where we engage in reflective activities to discuss "what went right and what went wrong" in our scholarly activities. Although my students appreciate the opportunity to highlight successes, they realize the psychological challenges of acknowledging failures. Nonetheless, they find the outcomes foster self-awareness and advance our scholarship.

A Hand Up

Faculty often spend years developing professional networks, and I believe that we should deploy our networks to help our graduates obtain professional opportunities. As a result of our collaborative research, my graduate students have presented at numerous national conferences and published papers in refereed journals. They have received awards such as the Order of Pegasus and the Toni Jennings Fellowship. They have gone on to accept leadership positions in school districts and as tenure-track faculty at major research universities.

Challenges are Opportunities

In closing, I view university teaching occurring within the context of a very fluid environment that confronts an ongoing economic crisis, a potential financial bubble, political attacks, and the impending reality of redefinition. The aforementioned notwithstanding, I believe UCF graduate students can be at

the forefront of their disciplines nationally. What's more, I view this zeitgeist as a catalyst for increasing doctoral and graduate student training.

The Scholarship of Teaching and Learning: A Computer Scientist's Perspective
Joseph J. LaViola, Jr.

Joseph J. LaViola, Jr. is the CAE Link Professor and Associate Professor in the Department of Electrical Engineering and Computer Science and directs the Interactive Systems and User Experience Lab at the University of Central Florida. His research interests include pen-based interactive computing, 3D spatial interfaces for video games, human-robot interaction, multimodal interaction in virtual environments, and user interface evaluation.

Having won a Scholarship of Teaching and Learning (SoTL) Award this year, I felt it was important to reflect on SoTL as a computer scientist in the hope of providing examples of how the very definition of SoTL should continually evolve and expand. This expansion presents just one example of how more faculty can get involved in SoTL research and practice to ultimately improve teaching and student learning. As a computer scientist, my view of SoTL goes beyond many traditional definitions. SoTL focuses on the public dissemination of the reflections and systematic analysis of interventions aimed at improving teaching and student learning. In many cases, these interventions are technology based, employing educational software to assist in the learning and teaching process. However, before these technologies can be tested and evaluated, they must be designed and developed. Therefore, my definition of SoTL not only includes the evaluation of technology interventions, but their design and creation as well.

My SoTL philosophy uses my skills as a computer science researcher. First, I aim to design and develop innovative software tools and applications that can assist teachers in more effective teaching strategies and students in more effective learning and engagement. Second, I evaluate these software tools and applications in both informal settings to gauge student interest and engagement and in more structured classroom settings to explore positive pedagogical impact. Third, I publish my results in peer reviewed conferences and journals as well as release software to the public to disseminate the lessons I have learned and provide others with the opportunity to use the software tools and applications I create. The majority of my publications are not in SoTL-related venues and I believe this is positive. Publishing in non-SoTL-related

conferences and journals (I publish in venues that focus on my research interests), helps to effectively spread the word about the scholarship of teaching and learning to researchers and educators who might not otherwise be exposed to these activates. It is my hope that this exposure will help get others interested in SoTL in their respective domains.

Given my background in human computer interaction and interactive computer graphics, I focus my SoTL efforts on providing useful visualizations, animations, and scaffolding to support STEM-related learning. I will highlight some of these computer applications in this article. The common theme with this work is that all of these applications use an interaction paradigm called mathematical sketching, a technology that supports the creation of visualizations and animation through the association of recognized handwritten mathematics and drawings on a pen-based computer.

SetPad is a pen- and touch-based tool that lets computer science students dynamically explore set proof problems (Cossairt et al, 2012). SetPad originated from the fact that students often struggle with the discrete math portion of the Computer Science department's Foundation Exam (an exam given to undergraduates that they must pass in order to move on to upper division courses). SetPad encodes Set Theory rules and helps the student to work through the proofs. Students can write down the set theoretic algebraic statements and are able to manipulate terms using the touch interface. As users perform the manipulations, SetPad will show users what operations are possible. SetPad was evaluated in a between-subjects experiment with 20 UCF computer science undergraduates and the results showed it provided for efficient solutions to proof problems over simple pencil and paper and has the potential to have a positive impact when used as an individual student application or as an instructional tool.

CSTutor is a pen-based tool that helps students visualize the relationship between data structures and program code (Buchanan et al. 2012). It lets users sketch out the data structure diagrams and see the generation of the appropriate program code as well as letting users write program code and automatically generate the data structure diagram. An initial assessment of CSTutor was performed by presenting it to 88 undergraduate students as a review for their final exam in COP 3502 (Computer Science I). The results indicated that the majority of students found CSTutor engaging and that it would be helpful for learning data structures.

PhysicsBook is a software application that helps students solve Physics problems (Cheema et al. 2012). It uses mathematical sketching as its base technology and focuses on helping college students solve physics problems by verifying whether the answers they write down are correct. This verifi-

cation occurs through animations of the free-form drawings the student creates as part of the problem solving process. An initial assessment of PhysicsBook with UCF physics undergraduates, where they were asked to work on a set of physics problems, showed high perceived usefulness as well as high rankings for the various components of its user interface.

Finally, LogicPad is an application which helps students with Boolean algebra as it relates to logic design (Kang et al. 2012). The application provides three different logic design representations, namely truth tables, Boolean algebra, and logic gates so students can enter one representation and have the system generate visualizations of the other two. Students can also enter data for two different representations and LogicPad will verify if they are equivalent. We also conducted an initial assessment of LogicPad with several UCF electrical engineering undergraduates having to verify Boolean algebra equations and logic gate diagrams. The results showed that the LogicPad visualizations were generally well-liked and verification results matched user expectations.

These four examples represent only a subset of the SoTL related software applications my research group has developed over the last few years. As a computer scientist, my goal is to push the envelope to create powerful and compelling computer software that provides intuitive and advanced user interface technology. One of the major drawbacks of this approach is it often takes time to truly evaluate the tools in classroom settings because the software needs to go beyond the prototype stage in terms of robustness. However, in each example, the prototypes have been developed enough to explore user engagement and, under this criterion, they all have been successful. As I continue to work in this space, my computer science background will remain a critical part of my SoTL efforts, in order to solidify these software applications for exploring their pedagogical benefits.

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SoTL Day 2013
Dana Tesone

Dana Tesone is Professor of management at the Rosen College of Hospitality Management at UCF. His primary area of scholarship is in the field of applied management. He conducts SoTL research as a secondary endeavor.

June 14th marked two UCF milestones. First—it was the date of a successful **SoTL Day** conference consisting of about 30 attendees inside the newly renovated FCTL meeting room. Second—from a more historic perspective, the date marked the 10th year of SoTL recognition at UCF. The event included panel presentations, discussion forums, as well as SoTL support services provided by professionals representing FCTL and RITE (Research Initiative for Teaching Effectiveness). Preparation for the event caused me to reflect upon my own experiences as a SoTL researcher.

What is SoTL?
The Scholarship of Teaching and Learning (SoTL) terminology was formulated more than 20 years ago by the *Carnegie Foundation*. Academics in the US know this foundation to be the accrediting body that determines the status of research institutions on a national level. It has evaluated and stratified research institutional accreditation for about 200 years. All US research institutions strive to achieve *Level I* ratings. Hence, SoTL research slowly became an area of institutional interest among high ranking leaders within academic institutions.

As might be expected among the academic community, the specific definition of the nature of SoTL scholarship remains a topic of debate. However, a few commonly acceptable tenets have been agreed to by pertinent researchers.

One aspect of agreement is that SoTL is exclusively focused on the area of higher education, meaning tertiary undergraduate and graduate studies. Another is that the topical area is applicable to the study of teaching and learning processes and outcomes across all academic disciplines. Still another point of agreement is that the research is theoretically grounded within classic and modern learning constructs extending back to the findings from the early 1900s by pioneers such as

Piaget and Dewey. Many current studies rely upon variations of modernistic *constructivist* learning theory models. These are particularly useful for research related to those disciplines classified as *professional studies* majors within institutions.

The overall intent of the *Carnegie Foundation* was to provide a mechanism for formal, peer-reviewed investigations that focus on the delivery process of scholarly teaching and resultant learner knowledge assimilation in higher education settings. The purpose of this mechanism is to enhance the body of knowledge concerning theory and practice of related processes and outcomes within and among institutions, and across academic disciplines.

SoTL Research Methods

Viewpoints and preferences concerning research methodologies anecdotally appear to vary among individual researchers. Given the definition tenets discussed, we know that SoTL research is based on processes and outcomes that are grounded in theoretical constructs. In my view there are two audiences for SoTL publications—educators and academic administrators. All of these factors lead me to prefer an *applied research* approach for my own SoTL scholarship. Most of us pursue SoTL scholarship as a sideline to our major research stream, which for me is the field of *applied management*. I prefer to let the hypotheses drive the chosen methodologies, keeping in mind that the readership is looking for practitioner-oriented contributions to knowledge.

With this in mind it would appear that both qualitative and quantitative methodologies are appropriate. Commonly used specific approaches that appear in my SoTL publications include pre/post testing (clean from a control perspective), model construction (for theoretical development), exploratory, and quasi-experimental, which is a natural technique for testing two sections of a single course over spans of time, as well as replications. Since my preference is to engage in the practice of conducting interventions, I am a fan of action research techniques commonly used in field studies. So, what have I learned from my work?

SoTL Key Findings

My fifteen-year engagement with SoTL research has blessed me with insights that have rendered some contributions to the literature. Earlier studies rendered findings that predicted factors associated with the technologically induced evolution of learning delivery models to include the prediction of a *Canvas*-like learning platform about 10 years ago. Certain studies demonstrated interesting compatibilities that seem to exist among classic, modernistic, and more recent neuroscientific findings to support theoretical learning constructs. A couple of studies led to the development of an original learning theory model applicable to disciplines classified as *profes-*

sional studies programs. A few reports reference a continuum of evolving levels of responsibilities being placed upon the role of instructional educators. And a few other findings have been discovered.

But, the major discovery I would like to share with you, the reader, is that this university is blessed with the sustainable existence of a collective consisting of highly talented and diligent professionals representing both *FCTL* and *RITE*. This demonstrates evidence to suggest that it is the *people* who make the *programs* effective.

Student Disability Services—New Director
Adam Meyer

Adam Meyer earned his Master's degree in Rehabilitation Counseling from Southern Illinois University at Carbondale and his Ph.D. in Higher Education Administration from Saint Louis University. He has over 15 years' experience in the disability field and is currently the Director of the Student Disability Services office at UCF with previous higher-education disability experience at Eastern Michigan University and Saint Louis University.

As the new director of Student Disability Services (SDS), I appreciate the opportunity to be able to "connect" with UCF faculty through the *Faculty Focus*. As quick background, I have had the pleasure of working in the disability office at Saint Louis University in St. Louis, Missouri (my hometown) for five years and Eastern Michigan University in Ypsilanti, Michigan for four years prior to UCF. I was doing other disability work for a few years prior to entering higher education, including some time in Jacksonville, FL. I am excited to become part of what I perceive to be an exciting and wonderful environment at UCF.

One of the aspects of this campus that intrigues me the most, relative to our role in the SDS office, is the campus commitment to be more inclusive and diverse. My experience is that when we think of diversity, we often think about concepts like racial, ethnic, religious, gender, and age (just to name a few) aspects of diversity. Disability is not always one of the human variation elements that comes to mind under the concept "diversity." Over the months and years to come at UCF, the concept of disability as an aspect of diversity and what that means in terms of how a campus like UCF functions is something that I want to explore with everyone. To accomplish this goal, my desire is that we move well beyond responding to disability as a requirement of the law and rather consider dis-

ability simply as a component of human diversity.

One of the first thoughts that I believe is most important to convey is that the purpose of SDS is to facilitate access above and beyond all else. To proactively or reactively create access requires an assessment of the environment (such as course objectives, assignments, requirements, etc.) while also considering the student's disability. The real wild card in play when assessing accessibility is the environment. Students with disabilities take classes, uses the physical spaces, participate in programs and activities and have to abide by a multitude of policies and procedures just as is any student's experience. Any of these campus aspects can pose barriers to individuals with disabilities based on how the respective campus component is designed. In truth, we are all impacted by the design of our environments.

Students with disabilities come to the SDS office in part because of the personal disability but even more so because of aspects of the environment that are not accessible to them. As an example, a student with ADHD who is brilliant in math may not need any accommodations for his math course because of both the way the class is taught and the format of the tests. However, the same student may find a Psychology course, where the final grade is heavily influenced by performance on multiple choice tests, to be more challenging because focusing on the details of the content in the standard test time limit is much more demanding due to the impact of ADHD. In this case, the student may need extended time on the Psychology test. Same student. Same ADHD. Different environmental variables. Different accommodation outcomes.

During the next six to twelve months, our office will begin to assess operations internally. I also want to explore accessibility one conversation at a time with academic leaders and faculty in the academic departments. I want to understand the good and the challenging as it pertains to creating an accessible environment, including the use of technology. I welcome knowing how our office can be a resource for you in your academic work.

At the time of my writing this information, I have been here for less than one month. I see much opportunity in my initial observations. Most notably, the SDS office has increased student usage by 50% over the past five years to a current level around 1200 students, which suggests positive momentum. With that said, national disability office usage statistics suggest that, given UCF's size, the SDS office should easily be a resource for a minimum of 3000 students with disabilities. The need to create an accessible environment will only increase as we develop new ways to facilitate student connections with our office.

My goal is that our SDS team will be seen as consultants and facilitators of access. We certainly bring a level of knowledge to the access table. It is also important to realize that the student with a disability knows the impact of the environment relative to personal disability better than anyone else. With regard to a specific course situation, the respective faculty member understands the reason why the course was designed as it is and how the course objectives fit in with the larger program/degree goals and objectives. Finding the appropriate point of access may well require bringing all of these voices to the table or at least require an SDS consultant to facilitate the information flow. Thus, SDS is not an advocate for the student but rather an "advocate for access" through communication and information exchange.

In closing, I like to think of creating an accessible educational experience as being similar to putting together a puzzle. If anyone has tried to put together a puzzle without looking at the picture on the box, you know how an already challenging task becomes an extremely difficult one. There are too many pieces for any campus disability office to be aware of every possible need and ideal solution. As a result, I see the role of SDS as that of a partner with most every area on campus and especially with faculty. Through our partnerships and mutual commitment to access, I believe we can jointly accomplish much more together than alone. It is through these partnerships that we can understand what the accessibility picture on the box looks like and how the pieces fit together. I look forward to uncovering this picture and determining how I can work with you to best assemble an accessible environment.

Hazing — It's Everyone's Problem
Michelle Quinones

Michelle Quinones is a Coordinator in the Office of Student Conduct. She received her B.S. and M.S. degrees in Criminal Justice from UCF. She has been employed with UCF since 2007 and previously worked as a Victim Advocate with the UCF Police Department, Victim Services Unit.

How would you define hazing? Would you know it when you see it? According to a 2008 national study titled "Hazing in View: College Students at Risk" by Elizabeth Allan and Mary Madden from the University of Maine, 55% of college students involved in clubs, teams and organizations experience hazing. Yet nine out of ten students who have experienced hazing behavior in college do not consider themselves to have been hazed. There are many perceptions of what hazing is or is not, but the law and the university's code of conduct make it very clear. Hazing is defined under Florida State Statute 1006.63 as "any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student including, but not limited to, initiation with an organization operating under the sanction of a post-secondary institution."

The University of Central Florida does not condone hazing in any form and outlines specific behaviors that fall within the scope of the hazing definition. Behaviors can range from the subtle to the most severe. Examples include:

- Sleep deprivation, forced exclusion from social contact, forced contact which could result in embarrassment
- Brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements
- Forced consumption of any food, liquor, liquid, drug, or other substances
- Forcing or requiring the violation of University policies, federal, state, or local law.

Any activity which could subject the individual to mental or physical stress, or adversely affect the mental or physical health or dignity of the individual can be considered hazing. It is important to note that hazing can be a direct or indirect condition of admission into or association with a student organization. An activity as described above will be presumed to be a "forced" activity, regardless of whether the individual willingly chose to participate. With the opportunity to join what some may perceive as elite organizations, students may be willing to endure intense peer pressure and put themselves in situations which could harm or embarrass them. Some students may even want or expect to be hazed, viewing it instead as tradition.

Reports involving hazing, alcohol, and other misconduct prompted the university to take decisive action during the Spring 2013 term. A temporary halt was placed on all Greek letter social fraternities and sororities. Upon further review, organizations were able to be reinstated after demonstrating they have proper knowledge, procedures, and resources in place to address risk management issues such as hazing. Since then, the university has been working hard to facilitate dialogue, promote change, and educate our entire campus community of students, faculty, and staff on this important issue.

Hazing, however, is not an issue that solely affects social fraternities and sororities. UCF has over 500 registered student organizations, as well as a multitude of sports clubs and teams. This is not just a Greek issue. It is an issue that affects all students. Most importantly, it is an issue that requires action on behalf of all members of our campus community. Failing to take action against hazing can have severe consequences. Faculty members are an important partner, as many of you interact with students both inside and outside the classroom. You may serve as a Faculty Advisor for a student organization. Pay attention to what you see and hear, as even the shortest conversations can shed light on the activities of an individual or group. Be observant of the timing of the semester. Are you noticing a change in a student's demeanor, dress, or behavior that coincides with student organization recruitment or initiation periods? Ask questions. Even if a student is not willing to disclose anything, let them know that there are resources available to assist.

There are a variety of different outlets available for students, faculty, and staff members to report hazing. The university has an Anti-Hazing website at <www.antihazing.sdes.ucf.edu> where individuals can learn more about hazing. Formal incident reports can be submitted online via the Office of Student Conduct's online incident report found at www.osc.sdes.ucf.edu. Individuals can also choose to report a hazing incident by phone by calling the anti-hazing hotline at (407) 823-4518. Incidents can also be sent via email to antihazing@ucf.edu. As hazing is against the law and may result in felony charges, allegations of hazing can also be reported to law enforcement for investigation.

If you have questions or would like to schedule a presentation for your class, department, or organization to discuss hazing in more detail, please contact Dr. Germayne Graham at Germayne.Graham@ucf.edu.

Information from Counseling and Psychological Services (CAPS)
Karen Hofmann

Karen Hofmann is Director of Counseling and Psychological Services at UCF. She received her Bachelor's degree in Psychology in 1989, Master's in Educational Psychology in 1992, and Ph.D. in Counseling Psychology in 1998 from Texas A&M University. Since 1998, She has been a licensed psychologist in Florida and has been at UCF since 2002.

As a faculty member you'll see students over a period of time, and you may be the first to notice a student's decline due to a mental health issue or personal problem that is causing them to feel overwhelmed. There are periods during the semester that some students may be particularly susceptible to stress and anxiety related to academic pressures that can trigger mental health issues. These issues, if left untreated, can become more severe, even life threatening, and impede a student's ability to be successful in the classroom. Many students can be successful if there is early intervention from you as a faculty member who can connect them with mental health services such as Counseling and Psychological Services (CAPS) here at UCF.

We recognize, especially for those who are not mental health professionals, that it can be difficult to know when to be concerned about a student. Students who experience stress or a sense of being overwhelmed may exhibit their problems in a variety of ways. While there is no "template" for identifying a distressed student, the following are some warning signs that may indicate a distress or significant emotional problem.

- Marked nervousness, agitation, or irritability
- Inappropriately aggressive or abrasive behavior
- Excessive procrastination and/or poorly prepared work
- Marked decline in grades
- Pattern of infrequent class attendance, little or no work completed
- Apparent depression or lack of energy
- Marked change in personal hygiene
- Withdrawal, indecisiveness and/or confusion
- Comments (written or verbal) that suggest thoughts about harming oneself, or any threats to another person.
- Bizarre, alarming, and unusual statements, or evidence that a student is engaging in dangerous behavior

If you find that you are concerned about a student, it is important to know that there are steps you can take and resources available to support you. We encourage you, if possible, to speak directly to the student and express your concern. We also want you to be aware of, and seek consultation from Counseling and Psychological Services (CAPS).

- UCF CAPS staff are available to provide consultation anytime between 8am-6pm, Monday thru Thursday and 8am-5pm on Friday during the Fall and Spring (open 8am-5pm during the summer). More information about UCF Counseling Services can be found on our website at <http://caps.sdes.ucf.edu>
- CAPS phone number is 407-823-2811
- There is also CAPS staff available at the College of Medicine and Rosen College. These therapists can be reached by calling the main number above
- To reach our after-hours crisis line, call the CAPS number (407-823-2811) and press #5 to be connected to a counselor
- For emergency situations call the UCF Police Department (911)
- If a student refuses to go to CAPS for an initial assessment and you are concerned about this student, we encourage you to fill out a Student of Concern form on the Office of Student Rights and Responsibilities website at <http://osrr.sdes.ucf.edu/resources>
- If you need help navigating a situation, please call us at 407-823-2811 for a consultation
- There is more information about how to make a referral to CAPS or a community provider (on our community provider database) on our website at <http://caps.sdes.ucf.edu/referral>.

Making a Referral
Faculty can have a positive influence on students. Many students consider visiting CAPS only after it is suggested by their professor. A faculty member's attitude about seeking counseling can make a difference in a student seeking professional help. One way of introducing the topic of a counseling referral to a student is to summarize to him or her what you understand to be the problem. For example, "You sound very depressed about your relationship problems. I have found that other students who felt that way have been helped by talking to a professional at CAPS. How would you feel about that?"
In speaking to the student about counseling, it is important to keep in mind some of the negative reactions a student may have to the idea and be ready to discuss them.

You can explain to the student that counseling is not for "crazy" people (most students going to therapy have normal "everyday" struggles in managing their personal or college life and relationships") nor does it encourage dependency (counseling is time-limited on campus). Counseling does provide a chance to explore feelings and solve problems with the help of an objective, sensitive, concerned listener who is professionally trained.

Once the student has agreed that counseling might be useful, there are several possible steps to take, depending on the student's attitude and the urgency of the situation.

1. Discuss services that CAPS offers and encourage him or her to call
2. Explain that counseling is confidential and their file is protected by law and does not become part of their academic record
3. Offer to let the student call from your office right then, so that a public commitment will be made
4. If needed, accompany the student to make sure he or she arrives at CAPS, and provide the center with any necessary information. The CAPS staff will appreciate your calling ahead if the student is being brought over or sent directly so that plans can be made to have a counselor available
5. If the student shares any thoughts or feelings about wanting to hurt oneself or someone else, please call CAPS, so that we can help you get the student to our services.

Although students can feel ambivalent or afraid to start counseling, many students feel comfortable after attending their first session. Generally, unless there is some immediate concern about the welfare of the student or other students, it is better to try to maintain your relationship with the student rather than to force him or her to go to CAPS. The idea can be brought up again later if you continue to see a pattern of behavior. We hope you find this information helpful. If you have any questions please do not hesitate to contact Dr. Karen Hofmann, Director of Counseling and Psychological Services (CAPS) at 407-823-2811.

Scholarly Communication and the Research Lifecycle at UCF
Corinne Bishop & Lee Dotson

Corinne Bishop is Information Literacy Librarian and serves as subject librarian for Interdisciplinary Studies and Women's Studies. Her primary areas of focus include online learning, scholarly publishing, library instruction and emerging technologies and tools that support information discovery and use.

Lee Dotson is Digital Initiatives Librarian with responsibilities in digital collections and digital scholarship. Her primary areas of focus include digital collection management, open access hosting solutions, data management planning, and digital preservation.

Do your students know…

How to identify appropriate resources when conducting literature reviews?
How to manage citations using EndNote or RefWorks?
How to gauge the impact of their scholarship?
How to negotiate with publishers to retain certain rights to their own works?

As Information Literacy Librarian and Digital Initiatives Librarian we share a common focus of providing support services and getting the word out about new library services for faculty and students. Recently, the UCF Libraries rolled out a suite of new services that supports all aspects of research and scholarly publishing at the university. The newly established Office of Scholarly Communication, led by Dr. Penny Beile, provides services and support for faculty and students related to three major goals, which are to:

- **collaborate** with other campus units to provide support for research and scholarly publishing,
- **advocate** for infrastructure, staffing, services and publishing funds that support research and scholarly publishing, and
- **educate** by facilitating discussions and activities that relate to the changing scholarly communication environment, including the move to open access, sustainable publishing, and exploring methods to create, disseminate, evaluate, and preserve research and scholarly outputs at the university ("Scholarly Communication," 2013).

See the "Research Lifecycle" diagram insert.

In 2011 the UCF Libraries' Scholarly Communication Task-force examined campus-wide services available to research-ers and authors. One outcome of their work was the *Research Lifecycle at UCF*. This interactive model details the research process and the campus-wide support services available to re-searchers at the university. The model also includes services provided by the Office of Research & Commercialization, the Institute for Simulation & Training and the Faculty Center for Teaching & Learning who provided input regarding their ar-eas of expertise. You can think of it as a one-stop option for all of your—and many of your students'—research and scholarly communication needs.
<http://library.ucf.edu/ScholarlyCommunication/Re-searchLifecycleUCF.php>

Originally conceived for faculty research, the *lifecycle* illus-trates the research process and the accompanying components in such a way that it can be applied to a variety of uses. Start-ing with an initial light bulb moment of idea conception about a research project, the *lifecycle* arrows follow the process through four cycles: ***Planning***, ***Project***, ***Publication***, and ***21st Century Digital Scholarship***. Funded research aspects are designated in the interior cycles that represent grant activities. The model was also reviewed by UCF faculty from across campus ranging from the humanities to the sciences and was found to hold up across disciplines.

What services are available for my students?
Scholarly communication has been defined as "the system through which research and other scholarly writings are cre-ated, evaluated for quality, disseminated to the scholarly com-munity, and preserved for future use. The system includes both formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as elec-tronic listservs" (Association of College & Research Librar-ies, 2006).

In relation to teaching and learning and **your students, the Research Lifecycle can serve as a tool to convey the "big picture"** about components of the research process. Engaging students in conversations about the research process can help them better understand how scholars create, discover, evalu-ate and share new knowledge (Druckett & Warren, 2013) and help to convey the individual functions they should consider when conducting their own research.

The Office of Scholarly Communication provides a range of services and assistance to support faculty and graduate and undergraduate students related to the various components of the research process. We can also schedule in-class presenta-tions for your students. To schedule an in-class session, please

contact Dr. Penny Beile at pbeile@ucf.edu

Library-supported services include:

- assistance with conducting literature reviews,
- assistance using citation alert services (provided by aca-demic databases and Google Scholar) to receive email no-tifications when a specific article is cited,
- assistance with citation management tools (EndNote & RefWorks) used to collect, organize and manage sources,
- assistance with planning how to manage data outputs re-lated to the research process,
- information about measuring the impact of scholarly pub-lications, and
- information about open access publishing.

Since the university provides assistance to students for only a subset of the services represented in the *Research Lifecycle,* it is also important when necessary that students are able to locate alternatives. The Scholarly Communication website located at <http://library.ucf.edu/scholarlycommunication> provides detailed information and relevant links to additional services.

How can I learn more?
Just ask! **For faculty**, the Scholarly Communication website serves as a central point of access to locate services and in-formation from the Libraries and other campus offices, and it includes detailed information about the services we provide related to scholarly publishing, managing research data and other areas related to faculty research. A listing of librarians who can assist you with specific services is also available on the Contact Information page <http://library.ucf.edu/scholar-lycommunication/Contact.php>.

Contact information is also available via the *Research Life-cycle* for supported services either by clicking the dots on the *lifecycle* or by visiting the individual *lifecycle* pages located in the menu under the Learn More section of the Scholarly Communication homepage <http://library.ucf.edu/scholarly-communication>.

For administrative questions and to schedule class presenta-tions, please contact Dr. Penny Beile, Associate Director of Information Services & Scholarly Communication.

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New Streaming Videos @ Your Library
Michael Arthur and Renee Cole Montgomery

Michael A. Arthur is Head of Acquisitions & Collection Services at the John C. Hitt Library. He received his Master of Library Science from Indiana University in 1999 and joined UCF in 2006.

Renee Cole Montgomery is the Outreach Librarian at the John C. Hitt Library. She received her M.S. in Library Science from FSU and joined UCF in 2003. Renee also serves as the subject librarian for Communication Disorders, Health Professions, and Health Management & Informatics.

The UCF Libraries is pleased to announce the purchase of several new streaming video packages from Alexander Street Press (ASP). The primary funding source for these amazing new resources was the 2012 UCF Technology Fee that provided $244,000.00 toward the purchase of 10 subject collections. The UCF Libraries already owned *Theatre in Video* and used library funds to add two additional collections for a total of 13 subject collections. The video content is available 24/7 with unlimited simultaneous access. All UCF-affiliated users will be able to access the content, and it is designed to allow for use in Canvas with the ability to provide direct links to the full video or select segments.

ASP brings together the skills of traditional publishing, librarianship, and software development to create quality electronic collections. From their founding in May 2000, ASP has built products that contain quality in-copyright and previously unpublished material. In 2006, they launched their first streaming video collection, *Theatre in Video*, and from there the video portfolio has grown to include thousands of hours of performing arts, issues-based documentaries, health sciences, social sciences and other archival materials. Today, in total, Alexander Street publishes more than 80 collections comprising many millions of pages, audio tracks, videos, images, and playlists across the curriculum. The following is a list of the 13 subject collections now owned by UCF.

- **American History in Video** currently includes 6,005 titles of commercial and governmental newsreels, archival footage, public affairs footage, and important documentaries.
- **Ethnographic Video Online Volume I** includes 1,111 documentary films essential for the study of anthropology, as well as the areas of politics, economics, history, psychology, environmental studies, religion, area studies, linguistics, and geography.
- **Art and Architecture in Video** currently includes 427 titles of documentaries and interviews illustrating the history, theory and practice of art, design and architecture.
- **Theatre in Video** currently includes 226 titles of performances of the world's leading plays, together with more than 100 film documentaries, representing hundreds of leading playwrights, actors and directors.
- **The Video Journal of Counseling and Therapy Volume I** is the definitive streaming video collection of the latest in research and best practice methods in the fields of counseling, mental health, and psychology. It currently contains 269 titles.
- **Counseling and Therapy in Video Volume I** contains 356 titles of video for the study of counseling, social work, psychotherapy, psychology, and psychiatric counseling.
- **Counseling and Therapy in Video Volume II** contains 358 titles of video for the study of counseling, social work, psychotherapy, psychology, and psychiatric counseling.
- **Education in Video** contains 4,306 titles for the training and development of K-12 teachers, including teaching demonstrations, lectures, documentaries, and primary-source footage of students and teachers in actual classrooms.
- **New World Cinema: Independent Features & Shorts**, 1990-Present contains 219 titles of award-winning full-length feature films and shorts from leading independent distributors around the world. All films were presented at major film festivals, many were nominated for awards, and many have won major awards.

- **Filmakers Library Online Volume I** contains just over 1,000 documentaries with relevance across the curriculum—race and gender studies, human rights, globalization and global studies, multiculturalism, international relations, criminal justice, the environment, bioethics, health, political science and current events, psychology, arts, literature, and more.
- **LGBT Studies in Video** currently includes 272 videos featuring documentaries, interviews, archival footage, and select feature films exploring LGBT history, gay culture and subcultures, civil rights, marriage equality, LGBT families, AIDS, transgender issues, religious perspectives on homosexuality, global comparative experiences, and other topics.
- **Nursing Education in Video Volume I** contains 307 titles for the education and training of nurses, nursing assistants, and other healthcare workers. All of the videos in the collection have been created with the guidance of the Medcom-Trainex advisory board, and are regularly reviewed for accuracy, currency, and compliance with US Federal regulations from agencies such as OSHA and CMS.
- **World History in Video** currently contains 935 titles of documentary films that allow students and researchers to explore human history from the earliest civilizations to the late Twentieth Century, covering Africa and the Americas, Asia, Europe, the Middle East, and Oceania.

The ASP video collections are located alphabetically on the library database page <http://library.ucf.edu/Databases>, or for a full listing, refer to the streaming video research guide <http://guides.ucf.edu/aspvideos>. Faculty can use any of the ASP videos for their courses. Entire videos, playlists or clips can be embedded or linked within a course and/or web page. While viewing a video or clip within the collection, faculty may choose the 'Embed/Link' option to copy & paste the link within their Canvas Courses.

The library provides another collection of streaming videos, Films on Demand (FMG). FMG is a collection of streaming videos from Films for the Humanities & Sciences. Currently the library has over 130 titles available. The UCF Libraries subscribe to a small number of titles, but many more are available for purchase. To see current titles, recommend a purchase or find instructions for including playlists or segments into your courses refer to the following guide: <http://guides.ucf.edu/fmgfilms>.

The library also manages a collection of titles including feature films, popular documentaries, and television programs. DigitalCampus is a collection of over 19,000 theatrical films and television programs through Swank Motion Pictures. The University can license semester-long access to films selected for use in web-based courses (W/M). Once added to the university collection, titles can be used in any course that semester. Search available titles on the DigitalCampus web page at www.swank.com/digitalcampus, then use the online form to request a film for use in your course. The request form and more detailed information are available at <http://guides.ucf.edu/digitalcampus>.

The library is excited to offer many options for including streaming video into your online courses and classes. Please contact your subject librarian <http://library.ucf.edu/SubjectLibrarians/> for more details. Information on all 3 collections can be found at <http://guides.ucf.edu/facultystreaming>.

FACULTY ANNOUNCEMENTS

Campus Closing for Football Game Days

UCF is hosting two Thursday-evening football games during the Fall 2013 semester: August 29th at 7:00 p.m. and November 21st at 7:30 p.m. On these days, campus will close for normal operations at 3:00 p.m.

On August 29th at 7:00 p.m. and November 21st at 7:30 p.m., campus functions as usual until 3:00 p.m. At 3:00, all campuses—main, Rosen, and regional—and university offices in the Research Park will close for normal operations. Most of the main campus will open for game day parking and tailgating activities at 4:00 p.m, at which point the open container waiver that allows alcohol consumption for fans 21 and older will be in effect until game start.

Faculty members are encouraged to keep this schedule in mind while developing fall class plans. Faculty members who teach classes that are in progress at 3:00 p.m. may choose to conduct the portion of their classes that occurs before 3:00 p.m.

On both game days, designated support functions will remain in place similar to our Saturday game policy. Staff members should speak with their supervisor about how a specific department or office will handle operations after 3:00 p.m.

More details are available at <www.UCFGameDay.com>.

Faculty Multimedia Workshop Series

Are you interested in creating your own multimedia content for your courses?

Creating multimedia is easier than ever before, and the Faculty Multimedia Center has launched the Faculty Multimedia Workshop Series to help you. Each workshop includes a demonstration of a teaching technology followed by an opportunity for hand-on-practice. Participants may attend the session in person or via an online stream. Each session in the series incorporates effective teaching practices and strategies for making multimedia accessible for all learners. For more information on the Faculty Multimedia Workshop Series please visit <http://www.oir.ucf.edu/>. Information regarding upcoming and previous sessions is below.

Upcoming Session:
Creating Accessible Online Course Content Using Canvas Pages, October 10, 2013, at noon in the Faculty Multimedia Center, UCF Orlando Campus, Classroom Building 1, Room 202. Register at <http://bit.ly/multimedia_workshop_registration>

Workshop Series Session Archive:
Narrated PowerPoints – July 18, 2013
<http://oir.ucf.edu/index.php?q=node/186>

The Faculty Multimedia Workshop Series is a collaboration among the Office of Instructional Resources, the Faculty Center for Teaching and Learning, and the Center for Distributed Learning.

Did You Know?
When you caption a video you are helping:
- learners whose first language is something other than English
- learners who are visual and auditory learners
- learners who are trying to study and watch the video in a loud place or without headphones
- learners with hearing impairments.

October is Disability Awareness Month
As part of UCF's celebration of diversity and disability awareness during the month of October, Student Disability Services (SDS) will be partnering with organizations on and off campus to offer programs that increase disability awareness and knowledge for students, faculty and staff. Most program details will be available by the end of August on the SDS website at <http://sds.sdes.ucf.edu>. For more information or to discuss ideas for incorporating Disability Awareness Month in your course work, please contact Dr. Adam Meyer at adam.meyer@ucf.edu.

2013-2014 Teaching At UCF Publication Available Now
If you have questions about UCF teaching and learning practices and policies, please check out the 2013-2014 version of the *Teaching at UCF* publication at <http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/content/teaching_at_ucf.pdf>. Feel free to bookmark the page for frequent reference, as the resource contains a variety of important information and will be updated throughout the year as policies change. To order a print copy of the booklet, contact the Faculty Center at fctl@ucf.edu.

Faculty Center Listserv
Each week, the Faculty Center distributes one message containing details about a variety of faculty-relevant events and opportunities across and beyond campus. If you would like to receive this information, please email us a request at fctl@ucf.edu and we will add you.

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

Campus Quick References

Who is my first contact for teaching and learning 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
map.ucf.edu

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

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

Where 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 multimedia classroom and Tegrity training, video conference and faculty photography support, slide and high-speed scanning, video and audio recording and editing, and large format archival printing and laminating?
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 Webcourses?
Center for Distributed Learning
teach.ucf.edu
407-823-3718

How do I place books on reserve for my class?
Library
library.ucf.edu
Books: 407-823-5209; Media: 407-823-4322

Whom can I call for help with Internet or e-mail?
Service Desk
helpdesk.ucf.edu
407-823-5117

How can I access my Outlook e-mail from any computer with an Internet connection?
Log in at webmail.ucf.edu with your NID and password.

How do I make sure the bookstore carries my textbook?
UCF Bookstore
ucf.bncollege.com
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
www.ucfathletics.com/tickets/ucf-tickets.html
407-823-4653

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
sarc.sdes.ucf.edu
407-823-5130

Where can students go to find a job after graduation?
Career Services
career.sdes.ucf.edu
407-823-2361

With whom do I work to help accommodate students with disabilities?
Student Disability Services
sds.sdes.ucf.edu
407-823-2371

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

Where can I refer a student who needs medical care?
Student Health Center
hs.sdes.ucf.edu
407-823-2701

Submissions

The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full-time 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 members 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 <http://www.fctl.ucf.edu/Publications/FacultyFocus/submission.php>. Please send your submissions to fctl@ucf.edu.

Check us out online!
www.fctl.ucf.edu

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