Faculty Focus

Contents

Constructive Engagement Across the Curriculum
Dawn Oetjen

Dawn Oetjen is an Assistant Professor and the Graduate Program Director in the Health Services Administration Program in the Department of Health Professions. She has been on the UCF faculty since 1999 and continuously strives to incorporate innovative teaching methods into her traditional and web-based courses.

"Education needs to enable the student both to look through windows into the realities of others, and into mirrors to see her/his own realities reflected back."
Emily Styles

When I started teaching at UCF five years ago, the first class I was assigned was Healthcare Ethics, to be team taught with Dr. Aaron Liberman. It was during this course that I was introduced to constructive engagement (CE), a method Dr. Liberman employed in previous courses to ellicit student interest in course material. CE is an integrative method for actively involving students in the learning process. It utilizes a productive and structured forum, where students are able to improve interpersonal skills through the development of interrelated practical applications of critical listening and peer evaluation.

CE has been used effectively in many of the undergraduate and graduate courses within the Health Services Administration program, such as Healthcare Ethics, Organizational Management, Strategic Management, Human Resources Management, Risk Management and Managed Care, Quality and Outcomes Management, and Healthcare Issues and Trends.

While most students approach CE with fear and trepidation, some even volunteering to do ANY other assignment in its place, most students find that they appreciate the experience (and even enjoy it!) once it has been completed. Evaluations for these courses repeatedly demonstrate overwhelming support (~90%) by students in favor of continuing CE in future courses. Student comments, regarding how CE contributed to their learning, address the following areas: improved self-esteem; enhanced communication and presentation skills; developed collaboration and team building skills; improved critical thinking skills; and engaged students in course material.

CE consists of several steps described in detail below:

Step One: The assignment of a position to debate in which the student is expected to research and prepare a defense. CE topics should be relevant to the course, current, and somewhat controversial issues that are researchable and thought provoking. For example, in Healthcare Ethics, students are asked to debate a topic such as "Cloning as a means of solving reproductive problems should be condoned to provide the parents with genetically-related offspring." In Human Resources, students can debate the claim, "Given the great risk to the public resulting from impaired healthcare workers, random drug testing should be used in all healthcare organizations." And in the Risk Management course, a topic of interest might be "The use of chemical and/or physical restraints in long-term care facilities is acceptable."

Step Two: The actual debate between competing teams (one assigned the Pro-side supporting the resolution, the other the Con-side, opposing the resolution) commences with opening statements. The Pro-side begins by having each team member identify his/her position and the rationale for its support in the form of a brief extemporaneous opening statement. The Con-side follows with each team member completing the

same task of identifying his/her position and the rationale to support their position. Each team is then given the opportunity to question the individual members of the other team as to their stated position(s). The questions are asked alternately by each team, with the Con-side having the first opportunity to ask a question of the Pro-side. In each instance in which a particular team member's position is questioned or criticized, he/she is given an opportunity to rebut.

Step Three: Inclusion of the audience (class not participating on Pro- or Con-side) in the debate is accomplished by the use of a question/answer period. After each team has had adequate opportunity to ask questions of each other, the moderator asks the audience members for questions to be posed to either team. Surprisingly, there are usually more questions from the audience than time permits. While it sometimes can be difficult to gauge student preparation and understanding of material presented during a typical lecture (eyes not glazing over is a good sign), there is an obvious increased level of active participation when CE is used.

Step Four: After approximately one hour of debate, the moderator shall call for the closing statements from each team. The Con-side presents first with each team member offering a brief extemporaneous closing statement. The Pro-side is then given the same opportunity. The closing statements should summarize the key points made by each team during the debate and make a last attempt at persuading the audience.

Step Five: The audience (class members) and the moderator (instructor) then assess the performance of each team using an evaluation form. Scantron sheets are used to facilitate completion. The audience evaluates the performance of each team based on the teams' interest in student learning, communication of ideas and information, willingness to respond to questions/challenges, success in stimulating interest in the subject, and demonstration of respect. The moderator assesses the performance of each individual team member with regard to their preparation and participation in the opening and closing statements, debate discussion, and questions fielded to the opposing side.

To assure quality in terms of debate content, library research is considered an essential element. Each student is required to bring to class on the day of their team's debate a minimum of five peer-reviewed articles relevant to their debate topic. All articles must originate from library research; no articles originating from the Internet or WWW are accepted for the assignment; however, they can be used for debate preparation.

There are many positive aspects of using CE in the classroom. Constructive engagement gives every student the opportunity to be an active learner in the class. Some students are introverted, rarely speaking out in class except when called upon. CE provides a safe, supportive environment for these students to express their ideas. It enables stu-

dents to find their voices regarding issues of importance in their future careers. Debating skills assist with negotiating, persuading, marketing, promoting, and critical thinking—each important in any occupation. CE also improves collaboration skills through teamwork and investigative skills through research.

Along with the ~90 percent of former students who enjoyed having constructive engagement in the classroom, this is a teaching method I plan to continue to use in all of my courses.

Bringing Learning to Life
Jane Waterman

Jane Waterman is an Assistant Professor in Biology. She joined UCF in 2000. Her primary research focuses on the evolution of social and mating systems in mammals. She works in southern Africa on the social systems of ground squirrels and in the Arctic on the social interactions of polar bears. She is offering her first field course in the ecology of small mammals in South Africa this summer, linking UCF students with University of Pretoria students both online and on site.

One of the most important contributions I can make when I teach undergraduates is bringing science to life. I want them to understand that science is a work in progress and it is dynamic and exciting. The concepts we discuss in class are not just there for memorization but are concepts that will help them understand the universe around them. For me, research and teaching are synergistic activities, and both are integral to my continued scientific development. By pursuing an active research program, I have been able to expose students to the most recent discoveries and current perspectives in biology. Likewise, by teaching I continually expand and explore topics outside of my area of specialization, broadening my scope as a scientist as well as a teacher. The problem is juggling the time to remain active in both arenas.

Every fall I spend two weeks in the Arctic, continuing my research on the behavior of polar bears. Unfortunately, this research schedule coincides with the middle of the fall semester, and I have struggled to make sure my class is organized prior to my departure. However, this past fall I was able to integrate my research directly into my teaching by using a satellite link to broadcast into my classroom from the Arctic. Using iChat technology, I was able to interact with my undergraduate Animal Behavior class with a two-way video link. This was the first time this technology has been used to teach at UCF, and the expertise of the FCTL and OIR, and assistance from Polar Bears International (who set

up the equipment on the tundra), were instrumental in carrying off this project. From a remote field camp on the tundra, surrounded by polar bears, I was able to describe my research questions and activities and the students were able to ask me questions about polar bear behavior and discuss the conservation relevance of the work with me. When the link was over (it lasted about 40 minutes), students watched a pre-recorded video PowerPoint lecture. Later that evening, I logged into my WebCT chat room and held my regular office hours. Students were able to ask me more questions about my research, the day's lecture and an upcoming exam. Even though I was over 1000 miles away, in temperatures that would make most of my warm-blooded Florida students cringe, I was able to maintain a class connection using technology. Now that's bringing research into the classroom.

A Three-part Series on Self-support, Self-help and Professional Development
Part 1: Tips for Stress Reduction
Cheryl Green & Sophia Dzieqielewski

Cheryl Evans Green (on left) is an Associate Professor in the School of Social work. She earned her master's degree in Clinical Social Work and her doctor in Social Work Administration, Policy and Planning from Atlanta University. Cheryl joined the faculty in 1978 as a visiting instructor in a grant funded project to develop case management training materials for state social service personnel. The following year, she was offered and accepted a faculty position to become director of the school's Field Education Program. She has served as Director of Undergraduate Social Work program and as Assistant Dean for Student Affairs in COHPA. Her research interests include multicultural social work practice issues, Black women in leadership roles in the helping professions and higher education, and addictions, especially drug abuse and misuse among the elderly.

Dr. Sophia F. Dziegielewski (on right) is a Professor in the School of Social Work, University of Central Florida. Her educational qualifications include a MSW and a Ph.D. in Social Work from Florida State University. Dr. Dziegielewski is a Licensed Clinical Social Worker. She supports her research and practice activity with over 80 publications, six textbooks and over 400 professional presentations in the area of health and mental health.

The issue of coping with stress has gained significant attention over the past few decades. Some researchers suggest it has become a socio-cultural phenomenon with higher self-reported stress levels reported simply because of the proliferation of information about stress in the popular culture (Moss & Lawrence, 1997). For faculty and other professionals in the helping professions, experiencing stress is part and parcel of the average work day. These individuals are often pressured by multiple demands that can lead to role strain, role overload and role ambiguity, which often results in intense feelings of stress and anxiety.

To address stress, the most common modalities include cognitive behavioral therapy, relaxation techniques, relaxation aided by biofeedback, systematic desensitization, guided imagery, rational-emotive behavior therapy and psychoeducation (Heaman, 1995; Kushnir, Malkinson, & Ribak, 1998). For the most part, the cognitive-behavioral approaches, combined with relaxation exercises, were identified as beneficial and the most frequently used stress management modalities (Bryant, Moulds, & Nixon, 2003; Lechner, Antoni, Lydston, et al., 2003). In addition, several studies clearly support (Bryant, Moulds, & Nixon, 2003; Godbey & Courage, 1994; Heaman, 1995; Lechner et al., 2003; Roembke, 1995) the use of programs designed to show professionals how to handle stress and prevent burnout. Psychoeducation, cognitive-behavioral strategies and relaxation exercises were the primary components utilized in these workshops. Since helping professionals will continually face continued stress throughout their professional careers, and these levels of stress will most probably continue in all related work settings, receiving preventative training on how to handle stress and prevent burnout is essential. Since burnout is prevalent in the helping professions, especially among new professionals, trainings of this nature can be seen as productive in the transition between academic and professional life (Roembke, 1995). Stress, burnout and strategies for addressing these phenomena need to be addressed early in professional training.

The following are some of the suggestions outlined in professional training for stress reduction:

Self-Identification and Learning to Know Yourself
In order to better know yourself and to understand your own management style, explore how you would respond to the following questions:
- What are your strengths, weaknesses, feelings and values?
- Are you able to identify these same factors in others, regardless of whether you agree?
- Do you know where your "habit roots" or "expectations" came from?
- Are you comfortable with the thought of being alone or being isolated from others as you assume the professional role?
- Do you carry patterns of behavior from work to home?
- Do you recognize and immediately address confusing words in conversations?
- As a professional, do you have someone you can talk things over with?

- Can you help others solve their own problems?
- Have you rehearsed different ways to, and are you comfortable with, saying "No"?
- Do you know the difference between assertiveness and aggressiveness?

Signs and Identification of Stress in Co-workers

- Negativistic attitudes and a loss of concern for people you previously cared about.
- An exaggerated fear of change or innovation and an over-riding concern others are out to get you.
- A superior "know it all attitude" and a slow withdrawal from your support system.
- Begin to openly discuss with others that you want another marriage, job, etc.
- A tired feeling, no relief in-sight, impaired performance, absenteeism and personal withdrawal.
- Plan ways to get out or leave, even if it is just to get something different.

Concrete Strategy and Techniques for Preventing Burnout in Employment

- Take regular vacations to recharge your batteries.
- Force yourself or schedule mental health days in advance.
- Engage in regular exercise.
- Get involved in entertainment activities outside of your job.
- Allow for "time out" entertainment activities outside of your immediate family.
- Develop a "support line."
- Attempt to structure your time so that it provides for a variety of activities.
- Eat smaller meals spread throughout the day.
- Learn to identify and change unwanted emotions.
- Learn to identify those (either knowingly or not) that help to increase stressful responses from you.
- Learn to use humor and accept the need for others to also use humor as a tension reliever.
- Make a list of things that you enjoy doing and include things that you have done and carry it with you.

In closing, self-assessment and not relying solely on self-help strategy is an important first step to assist professionals in the helping fields and, without a doubt, an important area for further exploration. The above techniques can assist in learning how to better cope with stress and burnout, and how to apply this information academically and professionally.
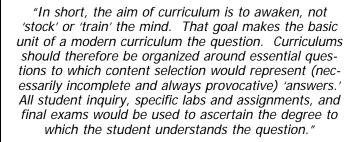
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"In short, the aim of curriculum is to awaken, not 'stock' or 'train' the mind. That goal makes the basic unit of a modern curriculum the question. Curriculums should therefore be organized around essential questions to which content selection would represent (necessarily incomplete and always provocative) 'answers.' All student inquiry, specific labs and assignments, and final exams would be used to ascertain the degree to which the student understands the question."

-- Grant Wiggins

The Cheater and The Teacher
Denver Severt

Denver Severt is an Associate Professor in the Rosen School of Hospitality Management. He has had 25 years experience in all phases of the restaurant industry from front-line service positions to general manager positions. Denver teaches guest services management, managerial accounting, and financial accounting. He has 8 years university teaching experience and loves interacting and helping students see and begin to reach for their true potential.

It was a mid-west campus. It was winter. Outside, seven inches of snow lay on the ground. Inside, twenty students were taking an exam in my introduction course. I was doing the usual exam stroll when I saw him. He sat back and shifted his eyes down and left to eye the neighbor's exam. "Eyes on paper," I said. His cheeks reddened. Moments later he gave a command performance except this time, he eyed the test on the right. Watching him revealed his engrained habit. Again, "I demand eyes on paper." His cheeks reddened. I was aghast. After the last students turned in their exams, I stayed to write about the experience. During the next class, I read what I had written.

Cheater, I see you!

Those cheating eyes
They tell lies
Those cheating eyes
Cannot be disguised

What are you trying to do?

You sit in my class
To take a test
And yet every time I look and see you look
I want to shove your nose in a book

No! No! No! No!
Those cheating eyes
Cannot be disguised
You're near 21

And haven't learned
That when you look
You're gonna get burned
But most of all

You cheat the neighbor
You cheat you too
You cheat your future
And me, the teacher too

In fact, I want to beat you

Because when you look
You are a crook
But when I stand by and just watch
Your deceptive eyes

I join the lies
I cheat too
I cheat you
And the person beside you

Now, you and me, both cheaters
Makes for a sad eternity
You help me turn the art of teaching
Into the crime of taking

And yet I must get you to see
That those cheating eyes
That make you look
That make you lie, that make me sigh

They will destroy you in the end
Just around the bend
They take knowledge and make pillage
Why don't you stop this instant, Cheater?

The Teacher

Five years later, I used the poem on cheating in many classes as an introduction to discussions. Recently, a friend shared results from a three question student poll regarding cheating (collected in one class).

- Have you ever cheated in any form? 43 out of 62 (69.35%) responded yes.
- How many have cheated on a university exam? 27 out of 62 (43.55%) responded yes.
- How many have worked on a homework assignment together when you were supposed to do it alone or used a resource you were not supposed to? 54 out of 62 (87.10%) responded yes.

After many other cheating incidences, and thanks to the input of many faculty and students, I have enacted more strategies that have reduced the occurrences of cheating.

1. Examination Check
- Change seating patterns on exam day by seating students according to the order that enter the classroom.
- If possible, physically move seats so that students are sitting back to back looking away from each other.
- Alter exam versions.
- Alter the assessment mechanism in multiple sections. For example, the test covers Chapters 6 through 11 in a two section course. In section one, give an essay exam on Chapters 6-8 and an objective exam on Chapters 9-11. In section two, give the objective portion of the exam on Chapters 6-8 and the essay on Chapters 9-11. This design offers fewer chances for swapping information.

2. Loophole Check
Scan assignments and policies for cheater loopholes. Students and other faculty are wonderful allies. For example, in my participation/attendance policy, I want an extreme attendance bonus and an extreme attendance penalty system. Fairness is essential. A file binder is signed daily and contains all course days on one form. At class end, the notebook is inspected to verifying that total students in class are equal to total signatures, then those absent are solidly marked out. Immediately, this policy identifies peers signing other peers in. It also allows students to monitor their own attendance daily. Students know the only loophole is when another sits in the class for them.

3. Cheating Philosophy Alignment and Discussion
Verify that course policies are in alignment with departmental, college and university policies. I use the poem, the UCF creed, and many past stories of cheaters to begin a dialogue regarding cheating. Usually, students offer information from their past experiences. The timing for such discussions is best at the beginning of the semester, nearing an exam, or anytime cheating incidents have occurred (e.g., when two students turn in solely authored identical papers).

4. Student support

I enlist the student's support as a deterrent to cheating by encouraging them to call attention to suspicious behavior (e.g., by loudly tapping feet, thumping hands on desk suddenly, turning their backs to suspected cheaters, placing their arms up, handing me a note during the class). The joint commitment has a higher likelihood for success because more eyes are empowered to detect and take action.

As always, the teaching objective is to motivate a change in student actions by reinforcing character-centered philosophies such as the UCF Creed. For additional information or to share comments, e-mail DSevert@mail.ucf.edu.

> *"Abstractions and conventions reduce experience to linear units necessary for communication, but this hinders direct experience of life. So, the good teacher indicates rather than explains and disrupts conventional thinking in favor of creative thinking."*
>
> *-- Alan Watts*

Attempting to Follow the Yellow Brick Road to Tenure and Promotion
Lisa Dieker

Lisa Dieker is a UCF Teaching and Learning Academy Fellow and an Associate Professor in the Department of Child, Family and Community Sciences. She received her doctorate from the University of Illinois. Prior to this fall, she served for 9 years on the faculty at the University of Wisconsin-Milwaukee. She is the co-director of a grant with the University of Florida and University of South Florida called the "Learning Stream" which focuses on the development of a process to create video for teacher education that impacts student learning in math, science and reading. Her passion is conducting research that impacts the way general and special education teachers work together in middle and high school settings.

As someone new to UCF but not to academia, I wanted to share my struggles and lessons learned about attempting to stay on a straight path to tenure and promotion. I have found that the concepts proposed in Ernest Boyer's landmark work *Scholarship Reconsidered: Priorities of the Professoriate* are ones that I can truly embrace in my professional development. Boyer's book offers new ways of thinking about the academic enterprise, arguing "…to sustain the vitality of higher education in our time, a new vision of scholarship is required, one dedicated not only to the renewal of the academy but, ultimately, to the renewal of society itself" (p. 81). About four years ago I discovered in Boyer's text a road map to define my work. I would like to share with you some tips and lessons learned about how my embracing these principles has affected my thinking about tenure and promotion.

Systematic inquiry into teaching and learning issues

As faculty we wear many hats but the primary goal of our research, teaching and service is to promote learning. Within the tenure and promotion process, it is critical that we know why we are doing what we are doing and how the synergy of our work, as noted by Boyer, will be a part of the "renewal of society." Early on in my career, some very wise mentors asked me to clearly define how I wanted to impact the field of special education. It was not until I answered this question that I clearly defined my mission and, consequently, began to feel productive in most areas of my life. I have learned to keep my mission statement in my desk drawer. When someone asks me to be on a committee, work on a grant, consult on a project, or to be a part of a writing project, I always first review my mission statement to see if the proposed activity fits my overall goals. Of course there are times I have to agree to serve anyway because of my commitment to being a good colleague, but I have found that having a focused agenda with a plan to look systemically into issues in special education has helped to increase my productivity, has made me a better contributor to projects I do commit to, and has given me a good rationale for when I do have to say, "no thank you."

Critical reflection on strategies, techniques, possibilities

"Critical reflection" means that we reflect on how we will turn dreams to reality. The process encourages us to think creatively "outside the box," while still keeping student learning as the ultimate goal. One of the things I have done is to create a concept map of my areas of work and how they interrelate. As new dreams emerge, if I cannot find a fit within my current work then I have to decide if I have the time and energy to add a new strand of work, or if I want to move on from that dream to the next. I will discuss assessment of scholarly work below, but assessment and reflection on the personal level and the professional level recur continually in my approach, because they are pivotal elements of Boyer's approach to academia.

Application of reflection to practice

This principle is one that challenges us to prove our teaching and research are useful. As a teacher-educator I often create ideas that seem wonderful in the ivory tower of academia, but when I share them with practicing teachers, they then help me to either redefine my work or change my approach. I personally have found that having a network of consumers (parents and teachers who are not in academia) upon whom I can call regularly to try out ideas has made my work more "real," more grounded in application.

Assessment of result

Assessment of all aspects of our work in higher education has never been more public than during this past decade. I believe that the Scholarship of Teaching and Learning prin-

ciples that I subscribe to remind us that as faculty we must have evidence that our work does make a difference. Using this process leads to such reflective questions as, "How do I know my students are learning?" "If my students are not learning, then how can I change my teaching to ensure their success?" Since assessment can be daunting, I have tried to align my work with colleagues who can offer expertise in aspects of assessment that may not be my forte. I also try to start grant projects with the evaluation plan as the starting point instead of as the ending point, as a way to ensure that my work has a solid assessment component. As faculty, we typically start with objectives for our courses, but rarely do we begin by thinking about how we will ensure that those objectives are mastered or what we will do if students do not master those objectives. I believe that starting with my assessment of learning allows me to create stronger learning objectives.

Self-reflection
I have found the need for self-reflection to be essential to advancing my career. The freedom we have as faculty is exciting yet it can be overwhelming for new faculty members because of the lack of a clear feedback structure--until perhaps five years into our careers, as we are applying for contract renewal or tenure. I have found that self-reflection comes from ongoing weekly feedback to assess student learning and from my daily visit to my "to-do list." One lesson I learned early on is that in an eight- to ten-hour day, I only control only about four of those hours. When I started reflecting on what I could accomplish and wanted to accomplish within the four hours I controlled, I was much less frustrated and more productive. I typically only allow myself to have a maximum of three items a day, and I have found that having only four hours of work on my to-do list has allowed me more time to reflect and to be more flexible in building relationships with colleagues.

Peer review
The cornerstone of academia is having peers validate our work. This is both a humbling and at times a painful experience. Validation most often occurs through grant writing, the journal peer-review process or by seeing our work being used by practicing professionals. To get a better understanding of this process early in my career, I served on as various editorial boards within my discipline and accepted positions to be a guest reviewer outside of my discipline in my other areas of interest. This service activity allowed me to garner ideas for how best to measure the outcomes of my work.

Demonstrable products
This principle is really where the rubber meets the road in the tenure and promotion process. We can plan, develop and reflect, but if we cannot show outcomes of our work, then the sought-after tenure and promotion will not be possible. I have created for myself a five-year plan for teaching, grant writing and article submission. This plan is one that I share with the mentors in my life. I have two colleagues with whom I check in regularly to see if we are moving our plan forward. Having a five-year plan in your desk is great but

being somewhat accountable to someone else for that plan gives you a better chance for meeting your goals. Just as we continually conduct assessment to ensure that the outcome of our teaching is student learning, so should we assess with equal care that our work advances the scholarship of our disciplines.

Public communication/dissemination of reflection and results
Of course this principle is where we give our work meaning. Whether it is through a conference, a workshop with practicing professionals, an annual review or a dialogue with our colleagues, society will only benefit from our work if we disseminate it. Some might see talking and promoting our work as boastful, but if we do not let others know what we are doing and if we do not share our work within our departments, across departments, across campus and throughout society, then we need to ask ourselves "why we are doing what we do?" I have found that the more I can serve on interdisciplinary committees and teams, both in K-12 schools and on campus, the more I see the value of dialogue about how our academic work can create a greater good in society at large.

If you made it to this point in the article, I first want to thank you for taking the time to read about my journey, and I hope you have found some of these ideas helpful. Second, I want to conclude with a short list of other ideas I have incorporated into my work that I believe has helped me in my continuous journey to pursue my academic career.

- Go somewhere outside the office one day a week to write and maintain an agenda
- Develop good time management skills
- Make students in my classes a priority
- Be very responsive to e-mail and give immediate reinforcement to students for using this medium (versus playing phone tag and wasting time)
- Never have more than ten messages in your e-mail
- Share your schedule and your priorities with colleagues, family and friends
- Say "No" and keep track of how effective you are in pursuing your professional goals
- Schedule your needs and your family's needs first
- Remain focused on your mission, even if it means declining "fun" opportunities

Institutional Review Board
Alison Morrison-Shetlar & Kathy Hohenleitner

With the announcement of Provost Hickey's initiative to promote the Scholarship of Teaching and Learning, faculty are exploring this exciting new avenue of scholarly research. We have put together a short guide on how to begin.

Research Review
In formal research you need to have goals that can be generalizable and therefore useful to other practitioners; you should review previous research to determine how (or

whether) your research question associates with what is already published; uses random or representative sampling methods; uses rigorous controls and assessment over time; evaluates (pre-test, post-test) measures; uses qualitative and quantitative analysis (one or the other or both); and considers the results of the research with regard to theoretical and practical significance. So how is SoTL different from other types of research? It is not. The same standards and rigor that apply to your discipline-specific research applies to SoTL.

Institutional Review Board Process
The Scholarship of Teaching and Learning (as with any research that uses research subjects) requires the researcher to apply for Institutional Review Board (IRB) approval before you engage in the research process. This procedure is necessary because your students become your research subjects, as your teaching becomes your research. Many people believe that, since the research is occurring in their own classroom, they are free to collect and use the data they collect as part of their classroom activities. However, as is clearly explained on the IRB website, "Any research activity involving human subjects conducted by UCF faculty, staff, and students must be reviewed and approved for compliance with regulatory and ethical requirements before it may be undertaken." So, if you are using student work or collecting data using surveys or observations for eventual publication or presentation, you must obtain IRB approval.

The process for obtaining IRB approval is very straightforward at UCF. Currently, you can apply for UCF IRB approval by filling out the required forms and submitting them, along with supporting documentation to the IRB office (soon this process will be entirely paperless). For updated information on the application process for IRB approval, go to www.research.ucf.edu/compliance/irb.htm on the web.

From this site you can find the answer to the question: What type of pojects require UCF IRB approval? The basic requirements are that the researcher a) describes the research to be carried out b) provides a copy of the letter of consent that the subjects will fill out giving their permission for their work or data to be used c) provides evidence of the surveys or questionnaires that the subjects will be asked to complete, and d) provides evidence that the subjects will not be identified with the data that is to be published. One of the factors that determines the level of IRB approval is whether individuals will be identified or not. In most SoTL research, all identifiers are removed from the data before publication or presentation. There are very strict guidelines to ensure that there is no risk whatsoever to the subjects who are involved in the study. All of this information and much more is available on the IRB website.

To aid you in the development of your own IRB, please go to the Faculty Center website and click on Teaching Resources. There you will find a link to examples of approved SoTL IRBs, one for the study of a biology laboratory course, the other for study of a graduate course run through the Faculty Center. The materials that should be included in the IRB will

be specific to the discipline but the general idea is to inform the Board of the type of research questions you are addressing and what types of information you will obtain from this research. More information regarding basic requirements, forms and instructions can be obtained from the IRB Principal Investigator's Manual.

Dissemination
Lee Shulman, the 8th President of the Carnegie Foundation, stated in 1998 that "A scholarship of teaching will entail a public account of some or all of the full act of teaching—vision, design, enactment, outcomes, and analysis—in a manner susceptible to critical review by the teacher's professional peers and amenable to productive employment in future work by members of that same community." Research that has been rigorously peer reviewed and disseminated to a wider population of scholars has credibility. A simple web search (search term: SoTL) will reveal bibliographies of reputable journals, ordered by discipline, that deal solely with SoTL research. In addition, once you have data that you believe is interesting, presenting at a conference where the papers are peer-reviewed will give you feedback on your research and may open up other questions that you may not have thought of. The International Conference on Teaching and Learning that is held each spring in Jacksonville provides just such an opportunity to open your research for peer review. This year (2004) twelve faculty from UCF are attending this conference to present their SoTL research including Dr. Nancy Stanlick of the Philosophy Department who will receive the 2003 - 2004 Excellence in Teaching with Technology award and will present her research at the conference.

UCF Resources

Funding opportunities
There are many external grants available to support SoTL. Contact the Office of Institutional Research who will help you identify the resources available to you. Federal funding from sources such as the National Science Foundation, Department of Education, National Endowment for the Humanities, Fund for the Improvement of Postsecondary Education (FIPSE), to name just a few, are available for SoTL projects. This year our Provost, Dr. Terry Hickey, has supported the funding of four UCF Scholarship of Teaching and Learning awards similar to ongoing TIP and RIA awards.

SoTL support at UCF
The Office of Research Initiatives for Teaching Effectiveness faculty and staff focus on classroom-based research and offer great support for faculty interested in research on online teaching effectiveness, from advice on research design to statistical analysis. Visit their site online at http://pegasus.cc.ucf.edu/~rite for more detailed descriptions of the support they offer to faculty.

The Faculty Center for Teaching and Learning
The Faculty Center is supporting SoTL in numerous ways. This year one of the tracks in the UCF faculty development

summer conference is designed for faculty who are interested in pursuing SoTL at UCF. We have brought together people with expertise in the field who will share their ideas and issues about SoTL with the conference participants. There will be a panel of faculty, currently involved and successful in the SoTL arena, who will share their experiences, where they publish, and what resources they have obtained to support their research. These experts will form an ongoing UCF SoTL community that will continue to meet regularly throughout the semester to share ideas with other faculty and develop a learning cohort. Any faculty interested in joining this group can contact the Faculty Center for further information. Next year will be designated "The Scholarship of Teaching and Learning" year at the Faculty Center with a wide variety of activities, keynote speakers and workshops on SoTL taking place. All the Faculty Center activities and resources can be found at http://www.fctl.ucf.edu

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Scholarship of Teaching and Learning Funding Opportunity
The Effect of Physical Environment on Learning

One of the themes of the Faculty Center's Course Innovation Project is the preparation for teaching in studio classrooms where technology and collaboration facilitate an active learning approach to curriculum design. Many UCF faculty have proposed and implemented informal studies that compare learning in the studio classroom environment to that in their more traditional teaching environments. Predictably, access to a wide variety of learning tools plays a significant role in learning. But also relevant to these studies is the effect of room layout and seating configurations on the communication dynamics among students, instructors, and media, as well as the effects of alternate environments on learning; for instance, those various sites associated with service learning, the "virtualized" learning spaces created by distance learning, and other "outdoor education" sites.

What is now proposed is a more expansive inquiry into the effects of any physical environment on learning. Beginning questions might include, how does place affect teaching and learning? how does architecture and design impact our work? How do biases implied by environment or technology unfold in student or instructor behaviors?

Faculty wishing to participate in this scholarship initiative should contact the Faculty Center with their research proposal ideas and questions. The next series of workshops will be offered during the Fall 2004 semester, both at the Orlando campus and at the Brevard campus. The following series will be offered during the Spring 2005 semester at the Orlando campus and at the Clermont campus. Faculty will receive support specific to their project needs. By completing the workshops and producing a final project for dissemination, faculty will receive a $500 stipend.

Graduate Teaching Assistant Certificate Program

The Karen L. Smith Faculty Center for Teaching and Learning invites Graduate Teaching Assistants to enroll in our GTA Certificate Program. Students will receive group and individualized instruction by Faculty Center staff and experienced UCF professors, as well as textbooks and materials. GTA's will attend a 12 session, non-credit program with a $200 stipend.

Themes

1. Presentation skills and practice
2. Balancing the many roles of TA's
3. Course design and management
4. Delivery of instruction, teaching strategies
5. Learning differences among students
6. Instructional technology (hands on)
7. Giving assessment and soliciting feedback
8. Building a peer support network
9. Professional survival skills, ethics, legal issues

Registration

Interested graduate students should register online at <www.fctl.ucf.edu/events> and follow the instructions. Written approval from department chair or graduate coordinator is required. Participation is limited, so please enroll early.

The class will meet:
Tuesdays and Thursdays during the Summer B semester (1:00 - 4:00 pm) June 22 through July 29

Please register by June 1st.
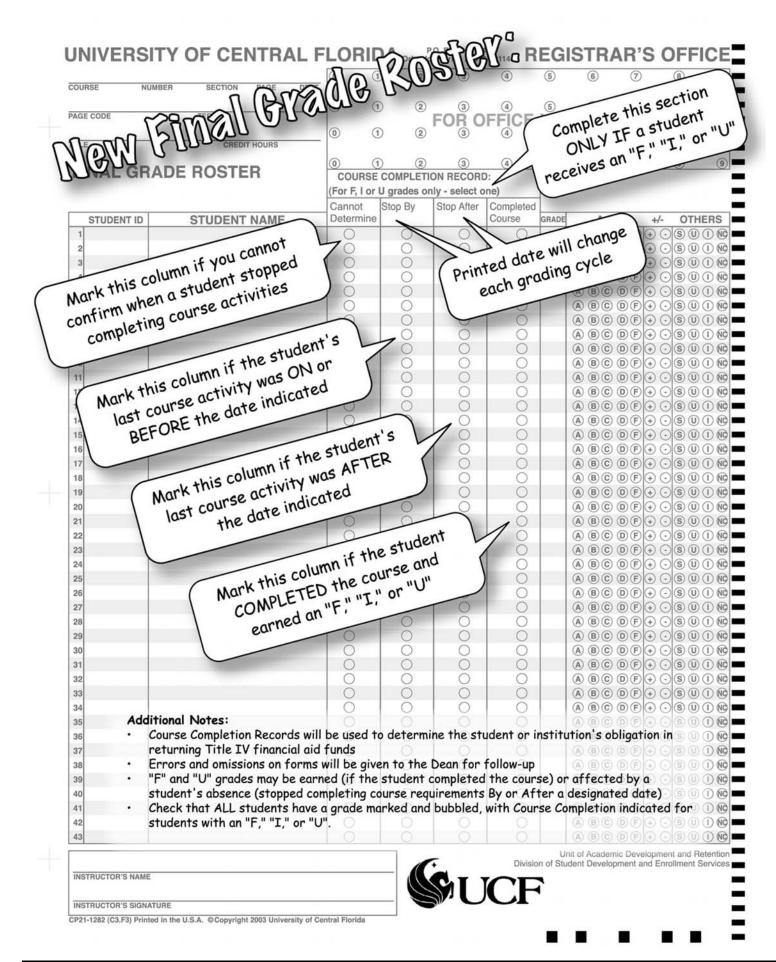
FOR MORE INFORMATION,
PLEASE CONTACT THE FACULTY CENTER

407-823-3544
fctl@mail.ucf.edu
www.fctl.ucf.edu

Invitation to Faculty Artists

The Faculty Center for Teaching and Learning wishes to extend an invitation to all faculty artists to consider showing some of their artwork at the center.

Please come by the Faculty Center in CL1-207 or call 407-823-3544 for more information.

UNIVERSITY OF CENTRAL FLORIDA **REGISTRAR'S OFFICE**

New Final Grade Roster

COURSE   NUMBER   SECTION   PAGE   DATE

PAGE CODE   TERM

CREDIT HOURS

FINAL GRADE ROSTER

FOR OFFICE

COURSE COMPLETION RECORD:
(For F, I or U grades only - select one)

| | Cannot Determine | Stop By | Stop After | Completed Course | GRADE | | +/- | OTHERS |

Complete this section ONLY IF a student receives an "F," "I," or "U"

Mark this column if you cannot confirm when a student stopped completing course activities

Printed date will change each grading cycle

Mark this column if the student's last course activity was ON or BEFORE the date indicated

Mark this column if the student's last course activity was AFTER the date indicated

Mark this column if the student COMPLETED the course and earned an "F," "I," or "U"

STUDENT ID   STUDENT NAME

Additional Notes:
- Course Completion Records will be used to determine the student or institution's obligation in returning Title IV financial aid funds
- Errors and omissions on forms will be given to the Dean for follow-up
- "F" and "U" grades may be earned (if the student completed the course) or affected by a student's absence (stopped completing course requirements By or After a designated date)
- Check that ALL students have a grade marked and bubbled, with Course Completion indicated for students with an "F," "I," or "U".

INSTRUCTOR'S NAME

INSTRUCTOR'S SIGNATURE

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Unit of Academic Development and Retention
Division of Student Development and Enrollment Services

UCF

Teaching-Related Conferences

Educause Southeast Regional 2004
June 7-9, 2004
Atlanta, Georgia
http://www.educause.edu/

CALICO 2004
June 8-13, 2004
Pittsburgh, Pennsylvania
http://www.calico.org/

Syllabus 2004 11th Annual Education Technology Conference
July 18-22, 2004
San Francisco, California
http://www.syllabus.com/

Educause 2004
October 19-22, 2004
Denver, Colorado
http://www.educause.edu/

2004 AAHE Assessment Conference: Connecting Public Audiences to Our Work
June 13 - 15, Denver
http://www.aahe.org/assessment/2004/

EISTA '04: International Conference on Education and Information Systems: Technologies and Applications Back
Jul 21 - 25, 2004
Orlando, Florida, USA
http://www.confinf.org/eista04

The 2004 Frontiers in Education Conference Back
October 20-23, 2004
Savannah, Georgia
http://www.fie-conference.org/04/

World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education E-Learn 2004
November 1-5, 2004
Washington DC
http://aace.org/conf/default.htm

**2004 Annual POD Network Conference
Culture, Communication, and Créativité:**
November 4 - 7, 2004
Montreal, Quebec, Canada
http://www.podnetwork.org/conferences/2004/index.htm

3rd Annual Hawaii International Conference on Education
January 4-7, 2005
Honolulu, Hawaii
http://www.hiceducation.org/index.htm

3rd Annual Hawaii International Conference on Arts & Humanities
January 13-16, 2005
Honolulu, Hawaii
http://www.hichumanities.org/index.htm

Society for Information Technology and Teacher Education International Conference
SITE 2005
Phoenix, Arizona
March 1-5, 2005
http://aace.org/conf/default.htm

Submissions

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

Faculty Center
CL1-207, 407-823-3544

Check us out Online!

www.fctl.ucf.edu

Faculty Center

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