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Listserv

Sign up to receive our monthly e-mail newsletter and be notified by e-mail of Faculty Center events. Please visit the Faculty Center website for instructions.

Welcome Back! Melody Bowdon



Melody is Executive Director of UCF's Karen L. Smith Faculty Center for Teaching and Learning and is a Professor in the Department of Writing and Rhetoric. She has been a faculty member at UCF since 1999.

Dear Colleagues:

Welcome back! I hope you had a good summer and are energized to tackle the new academic year. The Faculty Center is eager to support you in any way we can. Stop by or call to discuss strategies for improving student learning, models for assessing course outcomes, options for planning your professional development, and ways to engage in the scholarship of teaching and learning, or just visit the center to check email, converse with colleagues, or catch your breath between classes.

Staff Changes

If you do stop by, you'll see some new faces among our staff. Amber Mullens, previously of the Department of Writing and Rhetoric, joined us on August 1 in the role of Coordinator of Administrative Services. Amber earned a master's degree in Educational Leadership from UCF and, in addition to coordinating administrative functions, will offer support to adjunct faculty members. Anna Turner, who has been with the Faculty Center for many years in a variety of capacities, accepted a permanent Instructional Specialist position in the office over the summer and will continue her excellent work as our liaison to CDL and a leader in our GTA training efforts. Fatema Hassanali, an accounting major, and Catherina Vernon, a nursing major, have joined us as part-time receptionists. Eileen Ryan and Betina Baca, who have served in the center for

several years, have taken promotions to positions elsewhere on campus. We thank them for their excellent service and wish them well in their new endeavors.

Daniel Murphree, Associate Professor of History, is a new faculty fellow this year and has been working with our staff over the summer to create and support programming. Keep an eye out for more information about his efforts, which will include a series of workshops in the fall about the STEM debate in higher education, co-led by John Weishampel (Professor of Biology), and a special issue of the *Faculty Focus* on academics as public intellectuals. Dan will also be available in the fall to offer mentoring, class observations, and other assistance for faculty members. Email him at daniel.murphree@ucf.edu to make an appointment.

Attendance Process Support

As you've likely heard by now, UCF has instituted measures to account for the academic engagement of students in the first week of the semester. A team of campus representatives, including myself, explored a range of options for swift implementation of this process and agreed that the only technically viable option available to us was to ask all faculty members to use Canvas, our campus learning management system, to record this information. The Faculty Center staff is working closely with representatives from CDL to support faculty as they address this new requirement. Please do not hesitate to contact us if you need help. CDL reps will be in the Faculty Center each weekday from August 11 through August 22.

Quality Enhancement Plan Selection

As we gear up for our decennial SACSCOC reaffirmation, the UCF community will be choosing a new Quality Enhancement Plan (QEP) topic. Representatives from across and beyond campus, including every college, the Student Government Association, and more,

have been hard at work vetting, reviewing, and creating possible topics for our next QEP. In a few weeks you'll receive an email inviting your participation in a campuswide survey to help us select the new topic. Please take a few moments to offer your opinions, and if you're invited to participate in a focus group or other activity related to the selection, please do so. This selection will have significant impacts on student learning in the next few years. For more about the QEP, visit <http://undergrad.ucf.edu/QEP/>.

Fall 2014 Faculty Center Activities

On August 11 and 12 we welcomed more than 100 new faculty to the university, and we are now in the process of gearing up for a busy fall. In addition to our winter conference and the collaboratively sponsored annual summer conference, our plans for this year include:

- Professional development workshops every week addressing a wide range of topics relevant to faculty
- Ongoing support of curriculum-mapping activities with departments across campus
- A series of seven workshops based on the book *How Learning Works: Seven Research-Based Principles for Smart Teaching*
- Flipping the Classroom teaching circle
- Workshop series about the STEM/non-STEM debate in higher ed, led by Daniel Murphree and John Weishampel
- Learning communities for adjunct faculty, new faculty, second- and third-year faculty, and advanced faculty
- A series of six workshops on communicating in academia, including such topics as instructor credibility, communication anxiety, student comprehension, visual aids, professional communication, and nonverbal communication
- Teaching circle cohosted by the Burnett Honors College
- Book club on *Applying Science of Learning in Education*
- Individual consultations on any teaching-related topic
- The Faculty Writing Club, an opportunity for any faculty member working on a writing project to write with colleagues in a quiet environment (every Thursday and Friday from 10 a.m. to noon).

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 fcfl@ucf.edu. Please also check out the 2014–2015 version of our *Teaching at UCF* publication available on our website, <http://www.fcfl.ucf.edu/>.

Best wishes,
Melody

UCF Award Programs

Diane Wink



Diane is a long-time faculty member at UCF who has participated in the development or refinement of guidelines for several UCF faculty award programs and has served on multiple award selection committees. She is a Professor in the Graduate Department in the College of Nursing, where she coordinates the Nurse Educator track and teaches courses for both the educator and nurse practitioner students.

UCF offers several award programs for faculty, researchers, advisors, and librarians. Most of them generate monetary awards—either one-time disbursements or as permanent increases in base salary. Some award programs require application review and recipient selection at the college, department, unit or center level. Other awards are given at the university level with recipients selected from applicants already recognized at the college level or applicant review only by a university level committee.

Important and sometimes subtle differences in the sources, qualifications, application contents, and selection processes often result in confusion and questions about the programs. The purpose of this article is to reduce confusion and answer some of those questions.

UCF's award programs are grouped in three categories: excellence awards, incentive awards, and special achievement awards. All are covered by the UCF Collective Bargaining Agreement. The origin, general purpose, application process, and selection process, as well as the nature of the monetary compensation for each category, are described below.

Faculty Excellence Awards

The UCF Faculty Excellence Awards program began in 1989. UCF currently offers seven such awards in the following categories: Undergraduate Teaching, Graduate Teaching, Research, Librarianship, Professional Service, Undergraduate Faculty Academic Advising, and Professional Academic Advising. Criteria for each award are reviewed yearly, approved by the Faculty Senate Steering Committee, and posted by the Office of the Provost.

Three of the Excellence Awards (Undergraduate Teaching, Graduate Teaching, and Research) are given at both the college and the university level. The specific number of college awards in each category is based on the college's number of faculty. After college award recipients are identified, their files are forwarded to university committees who then select the university level awardees.

Four of the Excellence Awards are given only at the university level: Librarianship, Professional Service, Professional Academic Advising, and Undergraduate Faculty Academic Advising. Selections are made by either existing standing committees (e.g., the Graduate Program Review Committee for the University Excellence in Graduate Teaching award) or a committee constituted specifically to select the award recipient(s). The number of university-level excellence awards available varies, with two each for Undergraduate Faculty Academic Advising and Professional Service and one each for Librarianship, Professional Academic Advising, and Research.

College and university Excellence Award recipients receive a one time monetary award of \$2,000. Recipients of both college- and university-level awards receive a total of \$4,000. Documents describing the qualifications, content of the award file, dates for application submission, and review are posted by the Office of the Provost each fall.

Incentive Awards

There are three Incentive Awards available to UCF faculty and researchers: the UCF-Teaching Incentive Program (UCF-TIP), the Research Incentive Award (RIA), and the Scholarship of Teaching and Learning (SoTL) award.

Each year the Office of the Provost allocates a fixed number of new Incentive Awards in each category based on college size for the UCF-TIP and RIA awards, with no college receiving fewer than one new award. Instructions related to each award are published yearly. Ten new SoTL awards are available yearly. Incentive Award recipients receive a \$5,000 raise in base pay, which continues until they resign or retire. The number of awards in each category is determined by the Division of Academic Affairs each year. It is possible to receive an Incentive Award every five years. If the recipient of an Incentive Award resigns or retires, the award can be given again (recycled) in addition to any new awards for that year.

UCF-TIP

The Incentive Awards programs began in the 1993–1994 academic year as the result of a state program (which created the TIP) designed to encourage faculty to teach more. When the state of Florida discontinued the TIP program, UCF elected to continue it as the UCF-TIP. The initial focus on teaching productivity was continued.

Nine- and 12-month faculty, instructor, lecturer, tenure earning, tenured, ranked but not tenure earning, and multi-year but non-tenure earning appointments can apply for a UCF-TIP after three years at UCF if they have not received the award in the last five years and are deemed eligible. Eligibility for a UCF-TIP is based on total student credit hour (SCH) productivity. Faculty are eligible if their total credit hour pro-

ductivity (TCH) or graduate hour productivity is above the median for their college, school, or unit's eligible faculty. (In other words, everyone who has total SCH based on the above calculations at or above the median for their college, department or unit is eligible to apply for a UCF-TIP.) The UCF-TIP announcement provides specific information about how this calculation is made.

While teaching quality and effectiveness, continuing commitment to instruction, consideration of class size, and innovation and creativity need to be reflected in the application file, being "best" in your college or the department is not required. Other than including teaching assignments and student evaluations, specific content and format for the portfolio differs (sometimes significantly) from college to college. Candidates for a UCF-TIP award must be sure to obtain and follow the instructions for their college.

RIA

The RIA rewards "outstanding achievements in research, scholarly and creative activities" of faculty in the Colleges of Arts and Humanities, Business Administration, Health and Public Affairs, Education and Human Performance, Engineering and Computer Science, Nursing, and Optics and Photonics, as well as the Rosen College of Hospitality Management. Awards are also available to faculty based in institutes and centers.

Individuals are eligible for a RIA if they are "full-time faculty holding tenured or tenure-earning positions." Nominees from the institutes and centers must be full-time employees in research staff positions who have served as principal investigators on contracts and grants awarded to UCF by an outside sponsor. Employment at UCF for the last four academic years in also required.

Applicants may be nominated by a peer or supervisor and can be self-nominated. The core criteria for the RIA portfolio are published by the Office of the Provost each year. These include the value or impact of the research and creative efforts within the discipline and to society, recognition by peers in the same or related disciplines, publications and presentations, and external grant and contract support. The FTE assigned to research for the applicant can also be considered. See the RIA announcement for specific content for the file.

College committees (see award announcement for the detailed instructions on composition of these committees) select recipients from their colleges. The Research Council selects recipients from the institutes and centers. Each college and the Research Council can identify one "runner up" who will be reviewed by a committee consisting of one member of each college's committee and a member of the Research Council

for at-large RIA awards. Final approval for all awards is done by the UCF President on recommendation by the Provost.

SoTL

The Scholarship of Teaching and Learning (SoTL) is the third Incentive Award. The SoTL award was established in 2004 to recognize faculty who carry out high-quality research that examines best practices in promoting student learning. The SoTL award is not given for research related to the primary academic field of the applicant or for teaching well. Those accomplishments are recognized by the Research Excellence, RIA, Teaching Excellence, and UCF-TIP awards. All faculty are eligible to apply for this award after four years of service at UCF.

The SoTL award file should reflect the value or impact of the applicant's SoTL work within the discipline and in the wider teaching and learning community. This includes activities such as work as an editor or peer reviewer, presentations and publications, and external grants to support SoTL work. The application file must be organized according to instructions in the yearly announcement and must include a nomination letter, a SoTL philosophy, a statement of the impact of that scholarship, a CV with SoTL activities highlighted, a narrative on the impact of the SoTL work, and excerpts from selected SoTL work. Files are reviewed by a committee consisting of one tenured faculty member elected from each college.

Special Excellence Awards

Pegasus Professor

The Pegasus Professor program began in 2001. Dr. Charles (Chuck) Dziuban was the first recipient. This award "recognizes a faculty member who has made a significant impact on the university and will have demonstrated excellence in teaching, research and service" (Pegasus Professor, 2013). Recipients receive a one time award of \$5,000 and a \$5,000 research grant. Calls for nominations are sent out by the Office of the Provost each year, and selections are made by the President, who may seek advice from others.

UCF Trustee Chair Professorships

The UCF Trustee Chair Professorships are awarded yearly to up to eight individuals to "recognize and celebrate outstanding performance with a title and resources commensurate with the faculty member's accomplishments" (CBA). Tenured full professors who have served at UCF at least five years are eligible. Recipients receive an annual stipend of \$50,000, half of which can be used as salary for a renewable five year term.

Nomination is by the candidate's chair or dean or by a faculty peer with endorsement by the chair or dean. Selection is based on review of the candidate's curriculum vitae: an extraordinary record of achievement in teaching, research, and service

both at UCF and in the discipline as well as recognition of this work by UCF and broader community are expected. (See the award announcement for additional illustrations of achievements.) Files are reviewed by a committee of Pegasus Professor recipients and the Chair of the Faculty Senate.

Details about each program can be found at these sites:

Faculty Awards Programs

- <http://provost.ucf.edu/faculty-resources/> (All Excellence Award recipients are listed under Founders' Day Honorees)

Pegasus Professor

- <https://provost.ucf.edu/files/2011/09/Pegasus-Professors.pdf>

UCF Trustee Chair Professorship

- <https://provost.ucf.edu/files/2011/11/Trustee-Chair-guidelines.pdf>

UCF Collective Bargaining Agreement (CBA) (All awards)

- <http://www.collectivebargaining.ucf.edu/pages/CBA.htm>

Please see page 16 for a chart with details about each award.

Improving Student Learning and Engagement Using Mobile Augmented Reality for Instructional Information Delivery

Amir Behzadan



Amir Behzadan is Assistant Professor in the Department of Civil, Environmental, and Construction Engineering. He is a recipient of the 2014 College of Engineering and Computer Science Excellence in Undergraduate Teaching Award. His research interests include simulation, visualization, and automation of construction operations.

According to statistics from the U.S. Department of Education, the United States is graduating more arts and humanities majors than engineers. Several engineering education researchers have cited the lack of motivation and engagement in the learning process as a major root cause of the relatively low enrollment in science, technology, engineering, and mathematics (STEM) programs nationwide. Studies suggest that only 23 percent of college freshmen declare a STEM major, and only 40 percent of those who choose a STEM major receive a STEM degree by the end of their studies.

As instructors, we must train and educate our students with the latest and greatest tools and methods to prepare them for future advanced careers that are becoming more and more technology dependent. In my daily interactions with students,

I have noticed that the new generation of students has grown up to be technology savvy and is very comfortable working with digital information on a daily basis, connecting to each other via social media, performing several tasks simultaneously, and playing strategic and collaborative games on their mobile devices. Nonetheless, when they sit in a classroom, it is very likely that they have to put up with outdated (and often boring) teaching methods. This cultural gap is a major impediment to student engagement in classroom activities and to the quality of learning and instruction.

Having observed the limitations of existing traditional instructional delivery methods, I launched an engineering education research project in 2012 with the goal of designing, implementing, and assessing the effectiveness of advanced visualization technologies on student learning. My research team and I conducted a survey of 166 undergraduate students in the Department of Civil, Environmental, and Construction Engineering and noticed that more than 90 percent of them owned a smartphone, a tablet device, or both, which was a clear indication of how technology is embedded in students' daily lives. The survey also revealed that a great majority of students (90 percent) defined themselves as visual learners and more than 50 percent indicated that they would work better in a collaborative classroom setting. Also, more than 80 percent of respondents had some or a clear idea about virtual reality (VR), and more than 70 percent of them had heard about augmented reality (AR) but were not yet comfortable using it.

Considering the survey results, we decided to implement mobile AR-based visualization in large-scale classroom settings as an instructional information delivery tool. In a period of about two years, several experiments were conducted, and student performance data were collected and analyzed. Initially, we used mobile AR to create a "construction magic book" for students enrolled in CCE 4004 (Construction Methods). The idea behind this experiment was to assess if using an AR application on students' mobile devices to display interactive visual information (e.g., 2-D or 3-D models, animations, sounds, videos) on top of the print material of the textbook would positively influence student interest in the subject matter and boost their performance. According to experiment results, more than 85 percent of students rated mobile AR information delivery a very useful tool in their learning. Also, compared with the control group, the test group students performed better and answered more questions in a post-course questionnaire. The next set of experiments was conducted in CGN 3700C (Civil Engineering Measurements) where we used mobile AR to deliver instructions to students on how to design and assemble a model building. The goal was to assess if information delivery through mobile AR would result in a better design (considering factors such as cost, time, size, carbon footprint, and fire resistance). Students were divided

in test and control groups, and performance data were collected. Analysis of post-experiment data revealed that introducing test group students to a new technology stimulated their interest and increased their involvement in the learning process. Also, at the conclusion of the experiment, they had very positive views about the possibility of using mobile AR applications in other courses for the purpose of learning abstract and difficult-to-understand topics. In addition, from the post-video analysis, it was observed that students in the test group spent more time on communication and exchanging ideas, were more engaged in the experiment, and played almost equal roles in comparison to the students in the control group.

The findings from these experiments have provided a solid foundation for future research on the role of instructional technology in STEM education. Very often, the challenge is not how to design an instructional tool, but how to systematically assess its effectiveness in real classroom settings. At UCF (thanks to the large number of students we have in our undergraduate classes), I have been able to reach out to large student populations to test our mobile AR tool in the classroom and draw scientific conclusions backed by statistical analysis. In the years to come, my research team and I are planning to initiate collaborations with other departments and universities nationwide to test and assess the benefits of such instructional technologies in multiple courses using larger and more diverse student populations. At the end, I would like to acknowledge the support from the Engineering Information Foundation (EiF) (<http://www.eifgrants.org/>) in this project. More information on this project, related publications, and videos of the experiments can be found on my web page at <http://pegasus.cc.ucf.edu/~abehzada/>.



Mobile augmented reality was used in the construction of magic book (left) and model building design and assembly (right) experiments.

Is There a Place for Social Media in Your Classroom?

Stephanie Vie



Stephanie Vie is Associate Professor of Writing and Rhetoric. Her research focuses on online social networking and computer games, particularly how these technologies affect literate practices and the composition classroom. Her work has appeared in such journals as *Computers and Composition*, *e-Learning*, and *Computers and Composition Online*, and her textbook *E-Identity* (Fountainhead Press, 2011) examines the impact of social media on twenty-first century literacies. Follow her on Twitter at @digirhet.

For today's college students, social media technologies like Facebook, Twitter, Pinterest, and Instagram are firmly entrenched in their lives. According to a 2012 Pew Internet Research study, 86 percent of traditional college-aged students (ages 18–29) use social networking sites daily (Zickuhr & Madden, 2012, p. 3). Here they talk with friends, share pictures and videos, find romantic partners, choose schools, and engage in many other activities.

Beyond the inclusion of social media in their daily lives, students expect a technologically enhanced educational experience. A 2013 Noel-Levitz study noted that 48 percent of students preferred a campus that communicates with them through social media (p. 13). Many campuses have incorporated social media to support student learning, retention, and engagement. For example, the University of Florida adopted a Twitter hashtag, #UF17, in 2013 to celebrate students who had accepted admissions; the campaign netted “644 unique tweets from 966 individual Twitter contributors ... that reached 370,000 members of the Twitter community” (Wood, 2013). Similarly, Oberlin College ran a series of successful Google+ hangouts with incoming students in the class of 2017 (Plaut, 2013). These examples showcase the possibilities for university-level use of social media to get students interested in their institution even before they arrive.

As well as at the university or even departmental level, social media can be incorporated into your own class. This article asks you to consider if there is a place for social media in your pedagogy. Often, faculty think using social media will be time consuming or burdensome, or that students won't see the value. Remember, though, that there are a variety of social media technologies out there for use in your pedagogy—and remember that you can start small, test the waters, and increase your use as you go. Some social media you might consider include blogs (Wordpress, Blogger), online social networking sites (Facebook, Google+, LinkedIn), microblogs (Twitter,

Tumblr), visual bookmarking or organization sites (Pinterest, Delicious), discussion board and news sharing sites (Reddit), and image sharing technologies (Instagram, Snapchat).

In this article, I share a few ways I used social media in a fully online course, ENC 5930. Admittedly, this special topics course focused on social media, so it made sense that I would use them. But I plan to use social media in my other classes as well when I sense they will add value to the course.

During ENC 5930, students participated in multiple activities using social media technologies. One of the most successful was the incorporation of Twitter. Students were required to post regularly to Twitter using our course hashtag, #enc5930. As part of the assignment requirements, students were to comment on the class readings, share outside resources, talk with each other and me, and ask questions of some of the authors of our readings. In fact, we read an article by Melody Bowdon (@MelodyBowdon on Twitter) during this class, and she graciously answered questions posed to her by my students. Students dove into Twitter with great enthusiasm. They posted interesting videos, websites, and links throughout. They asked smart questions of the authors of our readings (and I like to think they were excited when many tweeted back). During a week where we read about Internet memes, they even created their own memes to share with the class and their followers. All of this activity was easy to track thanks to the use of the class hashtag and the fact that I embedded a Twitter activity window into Webcourses so we could all see our tweets in real time.

Another way that we used social media was through an application called Take This Lollipop; during a section of the course that dealt with privacy and surveillance in social media, I wanted students to experience something that would help drive home how seriously many individuals take these issues. Take This Lollipop works with a user's Facebook page to draw images and text from the Timeline; it shows a brief video that makes it appear as though an individual is stalking the user based on the Facebook information. At the end of the video, the stalker finds directions to the user's home based on geographic data shared in Facebook and “shows up” at the user's house (in the video) with a picture of the user taped to the dashboard. Students reacted to this video with a range of interesting responses: “Shortly after the home screen returned I promptly went into Facebook to update all my privacy settings”; “I did share it with my 19-year-old son so that he would have a better understanding of the dangers of sharing too much information”; “Even though I am fairly stringent with my Facebook privacy settings, and I won't ‘connect with Facebook’ if there is another option, Take This Lollipop did make me think about just how many times I have allowed an app to connect with Facebook.” The exper-

rience helped make the readings and discussion much more vivid.

Students also created LinkedIn professional profiles to market themselves, played social networking games in Facebook to learn more about terms and conditions and privacy policies, and reflected on their use of Tumblr, Instagram, Pinterest, and Snapchat at the end of the course. Each allowed us to discuss different facets of professional communication, including issues of audience, privacy and surveillance, and terms and conditions. We talked about how professional writers can use these tools to bolster their image, circulate their work, gain followers, and engage with audiences. Throughout, the hands-on experience helped students do more than just think about social media in the abstract: they actually immersed themselves in these tools and learned more about their advantages and pitfalls as a result. If you're wondering if social media has a place in your classroom, start small. Pick one tool—you can even let your students help you learn more about it—and see if it doesn't offer greater engagement in your class.

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"The Realist Professor": My Journey Toward Reflexive Teaching Practice

Jennifer A. Sandoval



Jennifer Sandoval is Assistant Professor in the Nicholson School of Communication where she teaches courses like Intercultural Communication, Gender Issues in Communication, and Conflict Management. Jennifer's research focuses on the communicative elements involved in the intersection of identity, the female body and health policy, particularly in the context of fertility tourism.

Recently, I had the opportunity to participate on a panel about pedagogy at my discipline's national conference. We planned to write critical autoethnographic responses to the late Dr. John T. Warren's call for an ethic of reflexive teaching practice that moves from "what I believe about teaching" to "why I believe what I believe about teaching." As I prepared, I began to panic. I had serious doubts about why I should sit next to these very impressive professors with esteemed teaching and research careers. What was I going to talk about? Is anything I do actually phenomenal? Was I even teaching from a place that is congruent with what I believe about teaching?

The thing is that I actually never wanted to teach. I thought it sounded like the worst deal ever. And so I tried lots of other jobs and got very close to starting a law degree. Even more reason why I thought I should gracefully back out of this panel—teaching might not even be my calling. This internal inquiry brought a lot of self-doubt, but also a moment of true self-reflexivity at a critical time in my career. So, I sat down to write my paper and make presentation notes when student evaluations from the previous semester came in. After over a decade of teaching in college classrooms, I received what I consider one of the best compliments a student has ever given me. "Dr. S—this was the REALEST class I've ever been to and you are the REALEST professor I've ever had." This may not seem like much—I have had much "nicer" things said about me over the years. But this struck a chord with me. After a very long process of coming into my own in the classroom, of finding my footing, of engaging truly difficult topics—I had found my authentic voice. Ever better, someone had heard it.

Very often we make the work of teaching about ourselves, and I was definitely in a habit of making it about me. This panel and this student evaluation brought me back to thinking about the "we"—that relational partnership created when we enter the classroom from a place of authenticity. When I began teaching at a ridiculously young age, I was very concerned about

correctness. I was worried about being *correct*. I was worried about correcting my students' mistakes and misperceptions. I still have those concerns, but they are overshadowed by my desire to *connect*. I want to connect to students where they are. I want class to be "real." I want to "keep it real." By focusing on connection rather than correction, I find I can create an environment of curiosity, of compassion, and of intensive reflection where students come to know themselves and their strengths beyond a single classroom.

Many of my colleagues actually give me a hard time about my teaching philosophy. It involves what Hart (2007) calls "a pedagogy of interiority." Hart argues that even beyond our everyday educational goals we have much more value working with students "developing their authentic inner potentials" (p. 2). I agree wholeheartedly. But before we can do that, we have to take stock of our own authentic inner selves. Reflexive teaching practice is more than taking a few notes about what did or didn't work during a particular class session. It is not only something we should do every week, every month or every semester, but also cumulatively over time. We must think not only about what we are doing in our courses, but why we are doing them.

It is very easy to get caught up in what we *need* to teach in order to reach learning objectives or what we can do to get an award or positive evaluation. I would never advocate for ignoring our responsibility to educate students in our content areas. However, I would challenge instructors at all levels to consider a superordinate goal of authentic personal development. Teaching with a practice of contemplation and reflexivity invites students to participate in their education in a deeply meaningful way. They can move beyond basic content competency toward mindfulness in thought and behavior. We can achieve this by maintaining our authentic voices, by "keeping it real," and by focusing on connection rather than correction.

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The Challenge of Meeting Students Where They Are

Ray Sturm



Ray Sturm began his teaching career in 2000 as an adjunct instructor at Valencia Community College and UCF. Since then, he has held adjunct, visiting, and lecturer positions across two disciplines, three institutions, and six campus locations. Ray is currently Associate Lecturer of Finance and has been assigned to Regional Campuses for eight years. He holds a B.S. in Accounting, an M.S. in Taxation, and a Ph.D. in Business Administration (Finance).

As a faculty member assigned to the Regional Campus system here at the University of Central Florida, I routinely teach on four to five campuses during the course of an academic year. For many students, not only is my course one of their first upper-division courses, it's usually one of their first courses at the university level. I have noticed over the years that in addition to the difference in faculty members at our partnering institutions, each campus seems to have its own personality. As a result, I also frequently observe a significant difference in the cross-section of preparedness that the students bring to my business finance course. Since my first task with any new group of students is to meet them at their current level of understanding, this reality presents a unique challenge.

Ideally, we all desire to enter a classroom the first day of class and discover that all of our students in all of our sections have mastered the prerequisite material so that we can seamlessly move into more advanced material to the delight of students mesmerized by the intellectual stimulation. But the reality is that the students as a whole often have differing gaps in their knowledge base, especially when the students are spread across multiple sections at multiple locations and come from multiple high schools and state colleges. This reality invites three questions: What is the cause of the differences, why should we be concerned with the differences, and how can we most efficiently fill the gaps in their prerequisite knowledge? Over the years, I have found that the causes of the differences in their prerequisite knowledge are not always as obvious as they first appear. It's easy and convenient to debate the quality of different institutions, the students admitted to those institutions, and the faculty entrusted to train the students at those institutions. Yet, there is often more to the story. I have observed that some students had to postpone their education earlier in life, and they are now returning to finish what they started. The reasons for the postponement vary, but the result is that their prerequisite training was conducted many years ago, thereby allowing plenty of time for the material to evaporate from their memory no matter the quality of their training.

I also see students who are more weighed down than traditional students with performing a balancing act between educational goals and family obligations—sometimes as a single parent. More recently and especially since 2008, an increasing number of students seem to have chosen alternate educational paths for their lower-division coursework based on a desire to minimize costs. Simply put, it's often less expensive to earn their two-year degree elsewhere and transfer.

Regardless of the reason, it is important for us to be concerned about their level of understanding when entering their first university-level course because they are coming to us to better themselves through formal education and we are here to serve them. The perils of unsuccessfully meeting students where they are lie at the extremes of our choices. If the course is targeted toward those who are the least prepared, then not only are the more prepared students not challenged (which diminishes their educational experience and quality), it also weakens the overall quality of their UCF degree. At the other extreme, if the course is targeted exclusively to those who are the most prepared, then it risks leaving the less-prepared confused and frustrated, which not only diminishes their experience, but is contrary to the core of what we do. We are here to help people better themselves by showing them how to enhance their knowledge and skills. That is, we help them learn how to think. Fortunately, we now serve students in a world full of remarkable technology.

Although I believe technology is best employed as a supplement to, not a replacement for, face-to-face interaction between the teacher and the student, I have found it to be a great assistant in our service to people trying to better themselves. For example, and as an easy first step, I post links to reputable websites that contain prerequisite material. During my undergraduate days, even this simple step was not an option—a reminder of just how far education has come in only a decade or two. As a second step, I often post spreadsheets with custom-designed problems for them to work, as well as self-produced custom videos for them to watch. Both of these technological vehicles have proven to be more valuable than generic links because they specifically target the material specific to my course. While these relatively simple steps help to bridge the gaps in the students' prerequisite knowledge as necessary, technology continues to evolve at a stunning rate. So naturally, something potentially even greater is on the horizon.

One of the latest waves of technological innovation entering education is the notion of *adaptive learning*. Very generally, real-time data is gathered on student successes or failure at particular skills. With the aid of software, students are judged not only on how well they performed overall, but also on the micro skills necessary to be successful in the macro task. Then, as necessary, they are directed backward to learn the

skills they lack and are grouped electronically with other students at the same level of understanding. While it is still in the developmental stages, I believe adaptive learning software could be the catalyst for the most significant change in education since the computer.

The challenge of serving students with differing levels of prerequisite knowledge can sometimes be daunting, especially for those of us routinely serving students at multiple campus locations. Regardless of the reason for the differences, I try to always remember that we are here to serve them by challenging them at an appropriate level. Technological innovations over the last decade or two have already made it significantly easier to overcome the challenge of meeting students where they are. Developments like adaptive software platforms may be the next big innovation that helps fill in the gaps of their prerequisite knowledge base and propel them more efficiently into higher levels of understanding.

Teaching & Learning

Premila A. Whitney



Premila Whitney became a full-time Instructor at the Rosen College of Hospitality Management in 2010. As a member of the Tourism, Events, & Attractions (TEA) Department, she facilitates courses within the Event Management curriculum. She has also taken on an active role in the college's Event Advisory Board and enjoys bringing real-life experiences into the classroom environment.

As an instructor in the TEA department at the Rosen College of Hospitality Management, I have the pleasure of working with a dynamic and energized set of students. These groups of hospitable people pleasers attend my classes each week eager to learn. The care of teaching them how to deliver exemplary customer service, innovative meetings and events, and magical experiences falls under the job description that I have created for myself. So, how do I attempt to make this happen? Here are a few tips I have found useful in my classroom.

Create Diverse Assignments. Although it's easy to fall into a routine of paper, quiz, paper, exam, I have found it useful to create different types of assignments. I try to vary these each term so that the class does not become stagnant, though this is not always feasible. One example of an interactive assignment takes place in my Event Promotion class. Here, we talk at length about public relations (PR) and the significance PR plays in the event planning process. The in-class activity, where students must be present to earn points, includes divid-

ing the class into small teams of four or five. Students choose their own teams. One member from each team selects a brown paper bag that has been folded over with a scenario on a sheet of paper stapled to it. Inside the bag is a piece of inspiration. Once they go back to their teams, the scenario is read. Each is different but includes the same questions as they pertain to a particular event and various PR aspects (the media release, news conference, etc.). The trinket inside the bag might be a baby bottle if the assigned event is the grand opening of a new baby store, or a pedometer if the assigned event is a 5K run for charity. This assignment not only gets students thinking, but also encourages creativity and collaboration. It also keeps students excited as they have no clue what might happen next! At the end, each team must do a quick two-minute presentation to the class about what they did, highlighting their most creative ideas and backing them up with theoretical, classroom, and textbook knowledge.

Be Available. Since learning happens everywhere, every day, I find it beneficial to be everywhere, every day for my students. Sure, this takes a great deal of time and added stress, but I have found that students are sometimes more open to learning while sitting in my office one-on-one or outside near the beautiful water fountain at our campus. For me, being available does not mean allowing students to text my personal cell or promising to respond to emails received at 2:00 a.m. Instead, being available means I am willing to work around the constraints of the ordinary classroom.

Speaking of the unordinary classroom, distance learning is now a part of our world. Getting lost behind a keyboard is easy, so I try to establish a rapport with my mixed mode and fully online students. For example, when grading online discussions or assignments, I keep an ongoing list of every student who receives comments from me. My goal is to give detailed feedback to each student at least three times per term. It's more than checking off right/wrong answers. It's taking the time to elaborate on what each student has submitted. Each term, I typically have a handful of students that come back and say that they felt they belonged in or were "part" of the class, even though we never met in person. I've even had a few take one of my face-to-face classes after completing one in a distance format. The biggest compliment is when that student says, "Your online persona is identical to how you treat us in person." I think the reason for that is being available.

Never Pause the Learning. As part of an Event Management class, students must plan and implement an actual event during the semester. Because there are 45 students involved in the planning, opinions can often get the best of us. The conversation about linen colors can easily be hijacked with talks about other décor items or conversations about what to serve the guests for lunch. At times like these, one tactic I employ is to

simply let the students know I am calling a time out. I physically jump up and cross my arms in the letter T formation. Once I have their attention, they are told they have 5 minutes to discuss the distracting topic, and then we must go back to the original conversation. By showing a timer found online, the students are able to see a countdown of the time they have left and understand that once the clock strikes zero, time is up!

As educators, we all have different tips and tricks to keeping students engaged, learning, on track, and excited about course materials. If the students take the conversation in another direction, so long as it is relevant, I go with it. This is easier said than done since an hour and fifteen minutes never seems to be enough time to cover what needs to be covered. I also realize the importance of staying within the guidelines of the course schedule and the need to accomplish course objectives. At the same time, if I need to change my direction to help the students with theirs, I make every attempt to do so.

Teaching Philosophies, Mutual Respect and "Customer Service"

Mark Calabrese



Mark Calabrese is a Professional Engineer, Project Management Professional, and ITIL & Green Belt Certified Instructor who specializes in Engineering Management, Leadership, Optimization and Business Process Re-Engineering. He is currently a full-time Instructor and Executive Officer with the Industrial Engineering and Management Systems department (IEMS). He graduated from Florida Technological University (B.S.E.), University of Central Florida (M.S.E.), and attended Colorado State University for Ph.D. coursework.

Long before I graduated with my master's degree, I knew I'd want to teach someday. I was inspired by previous FTU/UCF faculty that included professors, Pegasus Professors, deans, and provosts. I knew I'd require a Ph.D. to teach, but didn't defend the dissertation due to a great and time-critical opportunity to enter the industry. However, I never wavered in my desire to teach. I simply knew it would have to be after (in the words of my mentor) "I'd earned the scars of doing." In 2004 I received an opportunity to teach when I retired from industry and was asked to become an adjunct at my alma mater, UCF. With that success came a request to become a full-time faculty member and an answer to my initial dream of teaching full time. I am a firm believer that teaching makes you a better student, and I have learned a great deal from teaching our students.

My first philosophy of teaching is **mutual respect**. I have learned that with mutual respect comes the real opportunity to have students listen to what you're saying. I also believe that communication is key to any learning environment. I am diligent in outlining students' requirements and responsibilities so there are *no* misunderstandings. They must be diligent in being mature professionals who understand there are consequences for actions. For the most part, this has not been an issue. Quite the contrary, most students respond to this concept, as it is no different than lessons learned at home and in kindergarten! Give the requirements, explain the requirements and due dates, outline the consequences of inactivity, and get out of the way! I've always learned from the best leaders in life that we should be cheerleaders and obstacle removers once we've given an action, not traffic cops or micromanagers. That's what I mean by mutual respect.

My second philosophy is that teaching involves **mastering the subject matter**. Many times, students are taught by some who haven't "done" work in the field. While some knowledge is imparted, I believe it is important that teachers teach the things they've been responsible for in real world settings. My students' appreciation of my experience shows when they say they've really learned because the subject was put into real-life terms they understood. I think it's important for us all to do that. Anyone can read a textbook, but enhancing that textbook knowledge with real examples solidifies the concepts.

My third philosophy comes from the lesson I learned in my industry career. We all have **customers we must serve**. I tell my students every class that they are my customers. I try to break down the mentality of hierarchy, and insist that we must serve each other to make the learning experience a lasting one. Our syllabus is our "contract." Both parties are bound by this contract, so we must both work to make it successful.

My last philosophy is something I learned by being a father. I read once that the only thing holding a child back from learning is the parent who **doesn't think they're ready or can handle it**. In teaching I find the same thing. Students are ready, willing, and able to learn anything you can challenge them with. Having had many "stretch goals" in my industry career, I have incorporated this into my teaching, and it has been rewarding for both me and my students.

I am always ready to take on a new assignment, and I hope that I am a teaching role model in that regard. In my industry career I was known as the "tough yardage guy." I try to bring that to my teaching career, where I believe you teach by actions, not just words.

Constructivist Teaching for Student Success

Jeff Biddle



Jeff Biddle is an Instructor in the Sport and Exercise Science program on the South Lake campus in Clermont. He taught in the program for seven years as an adjunct and, after receiving a second M.A. in Sport and Fitness, was hired full time in 2010. He has over 20 years' experience in teaching adults in military, corporate, and higher education environments.

Learning is more than just sitting in a classroom listening to the "sage on the stage." I believe that students must experience scaffolded activities in order to understand and relate new knowledge and build on their life experiences. I help my students understand facts and concepts that allow them to construct new knowledge in order to analyze and apply what they have learned to achieve a higher level of cognition and improve their critical thinking. Because my teaching is focused on preparing students for a position in the sports industry, my students and I spend many hours outside the classroom visiting local sport- and fitness-related organizations. I introduce them to industry professionals who give the students firsthand knowledge of the types of positions available to them. I engage my students by providing applicable stories in my lectures which allows them to understand the lesson and relate it to their personal experiences. I find that when the proper classroom environment is created, the students want to learn and can be challenged to achieve more than they believe they can.

In all of my classes, the students are required to make at least one presentation, an assignment designed to prepare them for the job market by teaching them to present themselves well to others. However, their presentations have another purpose of bringing what they are learning in the classroom to life. For example, when I teach Legal Issues in Sport and Exercise Science, the first half of the semester covers the legal structure in the United States and legal terms that are important to sport administration. To apply what they have learned, the students must participate in a local sporting event and conduct a risk assessment to identify possible hazards and what could be done to minimize the risk. The final project for the course is a scripted court case involving a sport related situation. One student acts as the lawyer for the defense while the other works for the defendant. I set up the classroom like a courtroom and wear my gown to serve the role of judge. The students must present their evidence based on what they have learned in front of the "judge" to make their case.

The Motivational Aspects of Athletic Performance class focuses on how to motivate athletes to perform at their best. As

one of the course requirements I have the students, working in groups of two or three, study one of the 10 specific topics I cover in my lectures. They pick which topic they have an interest in and then conduct research to learn more about that subject. Each group is tasked with writing a five-page (minimum) paper following APA format and citing at least five sources. The students must then present their findings to the class in a 20–30 minute PowerPoint “lesson.” This strategy uses peer learning as an instructional tool, which allows the students to become the teacher for this final segment of the class.

Another example of bringing real-world experience to the classroom is my course in Public Relations. During the class, the students must plan and conduct a special event in the community involving sports. Over the past five years, they have held golf tournaments, 5K races, and last semester, a stand-up paddleboard event. The students develop a Facebook page, website, and conduct all other activities required for the event. In doing this, they apply what they learn in the classroom to a real event that benefits a local charity. Over the last years the students have raised more than \$25,000 for organizations such as Special Olympics Florida, the Greater Clermont Cancer Foundation, and the Arnold Palmer Hospital Foundation.

In the Sport and Exercise Science program, we tell our students that if they love what they do, they will never “work” a day in their life. I provide an example of this by being passionate about my teaching and bringing an infectious excitement and energy to all my classes. When the students see that I believe in what I am teaching, it builds their interest and they enjoy coming to class. My hope is that our students discover their passion and obtain their dream job when they graduate.

Accessibility Equals Opportunity—Assistive Technology Understanding for Faculty

Brad Held



Brad Held is the Assistive Technology Coordinator for Student Disability Services. He earned his bachelor's degree in Applied Biotechnology at the University of Georgia in 2006. Prior to arriving at UCF, Brad worked in assistive technology for almost 10 years: four years in a public school K–12 setting with Gwinnett County Public Schools in Georgia and five years in higher education at the University of Georgia and the University of South Carolina. He is certified in Assistive Technology Applications.

As a former student with a learning disability, I understand that all students learn differently. Many times, a simple accommodation, such as extra testing time, or technology, such as audiobooks, can make the environment more accessible. Students with disabilities connect with Student Disability Services (SDS) to acquire these resources for their academic success. As faculty, it is important to know what tools are available and in use.

Generic Names

Learning happens more smoothly when the same language is spoken by everyone in the conversation. When I first arrived at UCF, SDS was using brand names for all assistive technology (AT). Certainly, the SDS staff had an understanding of how an “Onyx” helped a low-vision student read a physical book or the necessity for “JAWS” to be installed on the computer in order for a blind person to access content on the computer. When you add these same brand names to the list of technologies required in an accommodation letter sent to professors, some faculty members might justifiably scratch their heads in confusion. This is the reason I have asked the UCF community to begin using generic names when referring to AT. The terms “desktop video magnifier” and “screen reader software,” respectively, offer a better understanding of the students’ technology needs. Starting in Fall 2014, our revised accommodation letters will use these generic category names for AT. Our revisions also include specifics about who is responsible for each accommodation and where to get help, if applicable. For a complete list of the generic category names for AT, please contact SDS.

Document Accessibility 101

A copy of your course’s required reading, such as a research paper, is on webcourses; it is digital, so can’t all students read it? This is a common misconception, especially if you are not familiar with the technology behind how AT software interacts with a document. For example, scanned books must have

optical character recognition performed if a text-to-speech software is to read the book aloud for a student with dyslexia. The Faculty Center and CDL both have online resources designed to help faculty create or modify course components so they are accessible. Do you have captions in your video for the student with a hearing impairment? SDS offers an interactive workshop that examines key components of the different accessible document formats. During this hands-on training, faculty and staff have an opportunity to interact with AT software tools used by students within a range of disabilities. To schedule a half-day workshop for your department, please ask your department head or director to contact me.

Taking Notes in the Twenty-First Century

Throughout my academic career, note-taking was conducted with a pencil and a pack of college ruled paper. This was true for many who collected a diploma before Y2K. Some of us were comfortable with the subject (and brave), so we might have used a blue ballpoint pen and that messy white correction fluid for our mistakes. Personally, I was excited when my college's disability resource center lent me a tape recorder for my classes. However, at the end of the first semester, I had 29 double-sided tapes for six classes, and was befuddled sorting through the "new technology" clutter. Students attending UCF today still use these ancient instruments, but they have the benefit of digital versions as well. SDS offers equipment loans to help support our students. Our most popular equipment is a digital audio recorder (yes, no tapes needed). Another tool (which is in short supply) is the smart pen. What makes it smart? The pen has a tiny camera at the end that synchronizes the audio to your writing. The result is a "pencast" that can be indexed, replayed, or edited to one's studying needs. Lastly, we are researching software that uses the computer's microphone to record a lecture in small chunks. These chunks are created by the pause in your speech, such as the end of a sentence. The student can then reorganize the audio chunks for review.

Literacy for ALL

Students attend universities to enrich their reading, writing, and critical thinking skills. Now students at UCF will have the support tools that can assist them in any content area. I am proud to announce the upcoming implementation of a new literacy software, Read & Write Gold. This software has traditionally been viewed as helping individuals with learning disabilities. At UCF, this tool supports a universal design for learning. Overall this tool can truly improve education for the 70,000+ students, staff, and faculty members who make up the UCF community. Some of the features included on the floating toolbar are a Phonetic Spell Checker, Word Prediction, Dictionary, Verb Checker, Text to Speech, Fact Mapper, Translator, and other study skill tools. The program has comprehensive video trainings of the product features. Our un-

limited college site license provides access for the entire UCF Orlando campus, in addition to our regional campuses and downloads rights onto personal computers for students or faculty/staff. Look for more information in the coming months.

Accessible Student Kiosk (ASK)

Imagine being in a long line at the financial aid office to request your student loans on the computer and then holding up the line to ask a staff representative to help you because the computer is inaccessible. In order to receive financial aid for the semester and to be able to pay for your classes, you have to provide your personal information (social security number, PID, bank account, income, etc.) to the public crowd waiting in line. This is only one example of the barriers that students have reported encountering when trying to interact with departments at UCF. SDS respects inclusion. I have worked with several departments within Student Development and Enrollment Services (SDES) and SDES-IT to confirm that computers can launch the built-in windows accessibility tools. I have also provided training on these accessible features so staff can better support their students. Inspect the computers at your front desk area in your department; do they require any student interaction, such as a check-in? I am willing to work with your IT team to ensure that correct resources are in place.

I want to be a resource for *all* faculty and staff members so that we can together make the UCF environment accessible. Please don't hesitate to contact me with any assistive technology questions or concerns you may have. I will gladly set up training for your departments on an as-needed basis. Thank you for helping SDS serve all students at UCF equally and helping us create an accessible educational experience.

UCF Common Reading Program

Abby Nobili



After completing both her undergraduate and graduate degrees at UCF, Abby worked as an academic advisor in various roles for five years and then joined the Office of First Year Experience in November 2013. A Knight through and through, Abby enjoys attending UCF men's basketball games and is the staff advisor for the Glee Club on campus. In her spare time, she enjoys cooking, traveling, and being with friends and family.

The Common Reading Program is a new initiative for UCF's First Time in College (FTIC) students, beginning Summer 2014. The intent of establishing a Common Reading Program is to engage FTIC students in a dialogue around a relevant topic while creating a sense of community amongst

incoming students. We are excited to be ushering in a new tradition for our incoming class this year.

Each fall term, the Common Reading Program committee will meet to discuss the next year's book choice. The committee will decide on a theme, and then several potential book titles will be selected and read. (Suggestions from the campus community will also be considered.) Once all members have read the selected titles and the campus votes are considered, a new book will be chosen by the first week of December.

All incoming FTIC students will then receive a copy of the book when they attend their orientation sessions, and will read the book over summer. Throughout the year, various events will be scheduled that relate to the book and its topic, with a chance for students to participate as a community. One of the main events will occur when the author of our selected book speaks at the new student convocation before the fall term begins. Current ideas for other events throughout the year range from alternative spring break trips, to beach clean ups, lunch and learns, and art contests with trash that students find locally. The theme of environmental stewardship relates to so many aspects of our lives, and we are looking forward to partnering with the many great organizations on our campus to help students embrace and participate in this concept.

The first book selected for the new Common Reading Program is *Garbology: Our Dirty Love Affair with Trash* by Pulitzer Prize-winning author Edward Humes. In his book, Humes investigates the trail of 102 tons of trash—what's in it, how much we pay for it, how we manage to create so much of it, and how many people are finding a way back from waste to discover a new kind of prosperity. The book offers a great deal of insight into the legacies of trash, as well as some thought-provoking facts that we hope will inspire others to reconsider what they are throwing away. For questions relating to the program, please contact Abby Nobili at abby.nobili@ucf.edu. More information is also available on Facebook (UCF Common Reading Program) and Twitter (@UCF_CRP).

Designing Assignments with the Common Reading Program in Mind

Melissa Pompos Mansfield, FCTL Staff Member

This summer, UCF instituted the Common Reading program and selected *Garbology: Our Dirty Love Affair with Trash* as its first text. Because all First Time in College (FTIC) students will receive a copy of this book during their orientation, faculty are encouraged to incorporate its content into their courses. This article shares a few ideas that can help faculty to design such activities and assignments.

Florencio Eloy Hernández, Associate Professor of Chemistry, includes bonus questions about *Garbology* at the end of his exams and offers students extra credit for correct answers. John Weishampel, Professor of Biology, suggests incorporating geographic information system (GIS) tools into discussions, such as the “Life of Trash” landfill map web application. When using these mapping tools, he says, students can “look at the distribution of income/race in the areas with landfills versus those without with a focus on environmental justice. They could [also] examine the distribution of landfills in relation to general population numbers and get an idea of trash transportation issues like the MIT SENSEable Cities Lab.”

What Dr. Weishampel is referring to is MIT's TrashTrack project. Since 2004, researchers at SENSEable City Lab have studied how sensors, handheld electronics, and networks impact city structures and systems. TrashTrack is a project that makes the waste removal chain visible by using hundreds of “small, smart, location aware tags” to track the path of waste items from trash bins to final disposal/recycling sites. The end product is a series of real-time visualizations of the waste management system.

Faculty who already plan on incorporating *Garbology* content into their courses might consider pairing chapter 7, “The Trash Trackers,” with relevant publications from MIT's SENSEable City Lab; some examples include “Learning from Tracking Waste: How Transparent Trash Networks Affect Sustainable Attitudes and Behavior” (Lee, Offenhuber, Biderman, & Ratti, 2014), “Tracking Trash” (Phithakkitnukoon et al., 2012), “Trash Track: Active Location Sensing for Evaluating e-Waste Transportation” (Offenhuber, Wolf, & Ratti, 2013), and “Putting Matter in Place: Tradeoffs Between Recycling and Distance in Planning for Waste Disposal” (Offenhuber, Lee, Wolf, Phithakkitnukoon, Biderman, & Ratti, 2012).

Instructors can adapt assignments that use concepts from the TrashTrack project or *Garbology* text. For example, *Canadian Geographic* magazine offers two free “Track Your Trash” lesson plans that ask students to complete garbage audits.

In addition to collecting and auditing trash, students can also learn about human societies by analyzing trash, as students in the Tucson Garbage Project have done—many anthropology classrooms have incorporated garbology into their curricula in order to learn about the consumption patterns and lifestyles of modern people. Readers interested in such a project might want to pick up a copy of *Rubbish! The Archaeology of Garbage* by William Rathje and Cullen Murphy.

Students in disciplines such as industrial engineering can also learn how to plan city waste management systems by engag-

ing with case studies such as those developed by the Baruch College School of Public Affairs. Discussion topics can include planning, zoning, sustainability, and environmental justice. Other interesting cases to consider include “garbage cities” in Egypt, China, and India.

For instructors who incorporate service-learning projects into their courses, there are many “environmental” projects that align with topics discussed in *Garbology*. For example, students can partner with local organizations to compost school cafeteria waste, recycle computer parts, plan a garage sale/thrift store boutique, institute a campuswide recycling program, or complete a school waste audit.

And what about creating something new from our garbage? In line with the popular idiom “One man’s trash is another man’s treasure,” students in art programs can create “garbage art” from found objects, thereby repurposing and upcycling the materials into useful—and beautiful—pieces.

Of course, faculty should only incorporate *Garbology* content in their courses if such activities align with course objectives. While not every course will focus on matters of consumption, sustainability, tracking, real-time information systems, or garbology, the ideas covered in these projects might help you to infuse your course with concepts that align with the Common Reader program and UCF’s Unifying Theme: “The Environment and Global Climate Change.”

To assist faculty who are incorporating data-driven activities in their courses, the UCF Libraries has created an online research guide, *Common Reading 2014–15: Garbology*, available at <http://guides.ucf.edu/Garbology>. In addition to many of the resources freely available via the Faculty Center web page, this guide features videos, articles, and industry reports accessible via the libraries’ database subscriptions. In October, they will also host an exhibit on the second floor featuring works about the history, philosophy, and economy of consumption and waste management.

For more information—and links to the activities and sources mentioned here—please visit the Faculty Center’s Common Reading Resources page at <http://www.fctl.ucf.edu/Events/OtherPrograms/CommonReading/>.

	College Award(s)	Award(s) per Year	University Award(s)	Award(s) per Year	Award Frequency Possible
Excellence Awards					
Undergraduate Teaching	\$2000	Based on college size	\$2000	One	Every 3 years
Graduate Teaching	\$2000	Based on college size	\$2000	One	Every 3 years
Research	\$2000	Based on college size	\$2000	One	Every 3 years
Undergraduate Faculty Advising	NA	NA	\$2000	Two	Every 3 years
Faculty Service	NA	NA	\$2000	Two	Every 3 years
Professional Advising	NA	NA	\$2000	One	Every 3 years
Librarianship	NA	NA	\$2000	One	Every 3 years
Incentive Awards					
UCF-TIP	\$5000 increase in salary	Based on college size	NA	NA	Every 5 years
RIA	\$5000 increase in salary	Based on college size	Runners up eligible for at large award \$5000 increase; se- lected by university committee		Every 5 years
SoTL	NA	NA	\$5000 increase in salary	About ten	Every 5 years
Special Awards					
Pegasus Professor	NA	NA	\$10,000 stipend, \$10,000 research award	Up to five	NA
Rising Star	NA	NA	\$10,000 research grant for three years (renewable)	About five	NA
Pegasus Trustees	NA	NA	\$50,000/year Half can be for salary (renewable)	Up to eight	NA

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

Campus Quick References

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

How do I buy tickets for UCF athletic events?
Athletic Ticket Office
www.ucfknight.com/tickets/ucf-tickets.html
407-823-4653

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

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

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

Where do I go to develop online materials for a course, or to learn how to use Webcourses?
Center for Distributed Learning
cdl.ucf.edu

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

How do I know when the semester starts? Ends?
When do I give my final exams?
Academic Calendar:
calendar.ucf.edu
Final Exam Calendar:
http://registrar.ucf.edu/exam/

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

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

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

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

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

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

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

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

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

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

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

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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