

Guide to **Teaching at UCF** *2022–2023*

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Table of Contents

Introduction	6
2021–2022 Undergraduate Student Profile	7
First-Time in College (FTIC) Student Profile	7
Transfer Student Profile.....	7
SECTION I Getting Started at UCF: The Basics	9
Nuts and Bolts.....	9
ID Numbers and Sign-On Credentials	10
Parking	10
UCF Alert.....	11
Faculty ID Card	11
Faculty Email Account.....	12
Multi-Factor Authentication	12
Workday.....	12
myUCF Portal	12
Computer Access	13
Wireless Access.....	13
Knight Ride.....	13
UCF Connect Centers.....	14
Parking Information	14
Building Access.....	14
On-Site Technology.....	15
UCF Regulations, Policies and Procedures, and Faculty Responsibilities	15
UCF Regulations and Policies.....	15
FERPA—Student Privacy	16
Sensitive Information.....	18
Password and Information Security.....	18
Accessible Course Materials	20
Reporting Attendance.....	21
Faculty-Student Relationships	24
Textbook and Instructional Materials Compliance.....	24
Office Hours	26
Class Cancellation	26
Campus Closure	27
Religious Observances	27

Final Exam Policy.....	28
Copyright Regulations and Course Materials	28
What to Do in an Emergency.....	30
Introduction	30
UCF Police Annual Security and Fire Safety Guide	30
Department of Security and Emergency Management....	32
Classroom Preparedness	32
Harmful Behavior.....	32
Medical Emergencies.....	34
Weather Emergency	35
Potential Emergencies in the Classroom	36
Active Shooter	38
UCF Alert.....	39
Other Important Campus Policies	39
Inclusion, Safety, and Disability Accommodation.....	39
Social Justice and Advocacy.....	41
Florida Sunshine Law	42
Sexual Harassment	43
Preventing Discrimination	44
Ombuds Office	45

SECTION II Before the Semester Begins: Designing and

Preparing to Teach Your Course	47
Advice on Planning Your Course.....	47
Required Syllabus Components.....	49
Core Syllabus Statements	52
Final Exams	57
Flexibility and Course Continuity.....	57
Ordering Textbooks	58
Affordable Instructional Materials	59
First Day	60
Open Educational Resources	60
Library-Sourced Materials	61
Affordability Counts.....	61
Setting Up a Webcourse to Supplement Your Face-to-Face Class (Webcourses@UCF).....	61
Questions to Ask in Your Department.....	62
Accessing Class Rosters	64
Printing Photos of Your Students	65

Emailing Your Students.....	65
SECTION III During the Semester: Resources for Managing Your Course.....	67
Working With Students	67
Referring Students for Counseling and Psychological Assistance	68
Making a Referral to CAPS	70
UCF CARES: Identifying Students in Need	72
Accommodating Students with Disabilities	72
Inclusive Education Services	75
Advising Students	76
Faculty Advisors	76
UCF Career Services	77
Promoting a Culture of Academic Integrity	78
Z Designation for Academic Misconduct	79
iThenticate	80
Turnitin.com.....	80
Traumatic Events	81
Recording and Communicating Grades to Students During the Semester.....	82
Online Teaching	83
Requesting a Course	84
UCF Online	84
Resources.....	85
Professional Development.....	85
SECTION IV At the End of the Semester: Posting Final Grades and Reflecting on Your Teaching	88
Posting Final Grades	88
Timeline	88
Online Final Grade Form	88
Import From Webcourses@UCF Into myUCF	88
Incomplete Grades.....	89
Changing Grades	90
For Further Assistance	91
Reflecting on Your Teaching	91
Student Perception of Instruction	93
Faculty Perception of Instruction	94
Retention of Student Records	95

SECTION V Faculty Development and Support.....	96
Technology Support.....	96
Universitywide Technology.....	96
College Support.....	97
UCF Connect Centers	97
Faculty Resources	98
Center for Distributed Learning (CDL)	98
Faculty Center for Teaching and Learning	100
Faculty Excellence	100
Faculty Multimedia Center	101
Faculty Senate.....	102
Office of Diversity and Inclusion (ODI).....	104
Office of Instructional Resources (OIR).....	105
Student Accessibility Services (SAS).....	105
UCF Abroad	106
UCF Global	107
The University of Central Florida Libraries	108
University Compliance, Ethics, and Risk	114
United Faculty of Florida (AFT, Local 7463)	117
Veterans Academic Resource Center (VARC)	118
SECTION VI Terminology and Abbreviations.....	119

Introduction

Kevin Yee, Ph.D.

Director, Karen L. Smith Faculty Center for Teaching and Learning

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

The Karen L. Smith Faculty Center for Teaching and Learning (also known as Faculty Center, or FCTL) is a unit in Faculty Excellence within Academic Affairs and serves as a hub for campus-wide faculty development opportunities. The center was established by President John C. Hitt and Provost Gary Whitehouse in 1997 at the request of faculty members, with a vision of serving as “the model environment where scholars innovate, invigorate, and explore the art of teaching and the science of learning.” If you are considering trying out a new technique in your class, hoping to conduct informal or formal research about a teaching approach, or concerned about increasing student success in your course or program, we are here to support you and to help you find other useful resources on campus and beyond.

Faculty Center services and activities include:

- Summer Faculty Development Conference (4-day event in May)
- Holiday Retreat (two-day event in December)
- Knighted Faculty (the Faculty Center's one-year cohort for intensive training in teaching)
- Faculty development cohorts (book clubs, faculty learning communities, and Teaching Squares peer observations)

- Teaching and Learning Days (workshops on teaching principles, engaging students, teaching with technology, assessing student performance, and more)
- Training for adjunct faculty and graduate teaching assistants
- Faculty writing clubs
- Individual consultations
- Teaching observations and departmental consultations
- Teaching and learning library
- Faculty work space

This guide is a living document that will change regularly in conjunction with campus policies and faculty needs. The online version is available at <https://fctl.ucf.edu/>. Be sure to contact our office or the entities listed in the following pages if you have questions about these topics or others not addressed in this text. Whether you are a first-time instructor, a seasoned veteran of the classroom, or something in between, you'll find useful information here that we hope will make your teaching experience as successful and fulfilling as possible.

2021–2022 Undergraduate Student Profile

First-Time in College (FTIC) Student Profile

UCF enrolled 7,626 new FTICs during the 2021–22 academic year. A majority of FTIC students (94%) entered UCF during the Summer or Fall 2021 terms. Approximately 91% of the 2021–22 FTICs were Florida residents. The average weighted high school GPA for the 2021–22 incoming FTICs was a 4.14. 14% of the FTIC cohort were first generation students, and 25% were identified as Pell eligible.

Transfer Student Profile

Approximately 57% of the incoming 2021–22 cohort of UCF undergraduates were transfer students (10,213 students). Nearly all (97%) FCS transfers, and almost three quarters (74%) of other transfers, entered as Florida residents.

About 83% of FCS transfers entered UCF in the 2021–22 academic year with an AA or AS degree. The average college GPA among all incoming transfers in 2021–22 was a 3.19. Approximately 33% of the transfer students were identified as Pell eligible, and 22% were first generation students.

SECTION I

Getting Started at UCF: The Basics

Moving to a new campus or new position can be intimidating, and the size and complexity of an organization like UCF can make this transition particularly challenging. This chapter provides you with basic information you'll need as you're getting started, including nuts and bolts like logging on to computer systems and getting technical assistance, policies related to your responsibilities as a faculty member, and legal matters that are relevant to teaching at UCF.

Nuts and Bolts

A Note to UCF Connect Center Faculty Members

In 2017, "UCF Regional Campuses" became "UCF Connect" to reflect more accurately the mix of value-added services it provides to students, faculty, and staff; colleges; and our communities.

UCF Connect Center faculty, staff, and students are critical to UCF's success and mission. Some policies vary between UCF Connect Centers because we are located on partner college campuses, and it is not possible for us to address all policies for every campus in a brief publication such as this. To find out more about policies regarding campus-specific issues such as office space, reimbursement for travel among campuses, emergency procedures, parking, and student services available on site, please reach out to your department chair or school director and to contacts at your UCF Connect Center.

EASTERN REGION	WESTERN REGION
UCF Altamonte Springs	UCF Valencia East
UCF Cocoa/Palm Bay	UCF Valencia West
UCF Daytona Beach	UCF Valencia Osceola
UCF Sanford/Lake Mary	UCF Ocala

EASTERN REGION	WESTERN REGION
	UCF South Lake/Leesburg
Lauren Miller , Ph.D. Assistant Vice Provost	Kim Hardy , Ph.D. Assistant Vice Provost

ID Numbers and Sign-On Credentials

You will be assigned two identifiers by your department:

- UCFID: a unique seven-digit identification number used for record keeping in the HR, student, and financial systems (this is identical to the EmplID, which may be referenced on university forms and paperwork)
- NID (network ID): an identifier used for computer and Wi-Fi sign-on, email access, and login to Webcourses@UCF and the myUCF campus portal.

To reset your NID password, visit <https://mynid.ucf.edu>. You will have the option to look up your account by using security questions, to confirm via email, or to confirm via SMS. Confirming via email prompts you to select the email address to which you would like the verification code to be sent. Confirming via SMS prompts you to enter the phone number to which you would like the verification code to be sent. The verification code is valid for one hour. Once you receive the verification code, you can enter it, and you will be prompted to change your password. You will receive an email confirming the change.

Parking

- **Orlando campus:** Parking on campus requires a virtual permit using your license plate number. In addition to daily permits, you can purchase a 150-day permit or a 365-day permit. Register your vehicle online at <https://secure.parking.ucf.edu/ParkingPortal/> or in the UCF Mobile App.

For issues with your permit, or for special-access physical permits, please contact the Parking Office in

Parking Garage B (407-823-5814) or the Visitor Information Center (407-823-2131).

UCF Alert

UCF Alert is a multimedia communications system that provides timely and accurate information about emergency situations that could impact the university. UCF Alert features several communications tools, including emails, text messages, web updates, social media, sirens, and more. During an emergency, all or part of the system will be activated to provide you with critical information regarding the incident.

You can verify your contact information registered with the UCF Alert system using the following steps:

1. Go to <https://workday.ucf.edu/>
2. Click on “Employee Self Service” located on the left side of the screen in the toolbar
3. Click on “Personal Information” located on the left side of the screen in the toolbar
4. Click on “UCF Alert”
5. Fill out the information, including your email address, cellphone number, and cellphone carrier
6. Click “Apply” to save the changes, then click “OK.”

Additional information on the UCF Alert system can be found at <https://police.ucf.edu/ucfalert>.

UCF Connect Centers: Additional alerts may be available from the state college partner institutions’ security offices that can provide safety updates relevant to that institution.

Faculty ID Card

To acquire your faculty ID card, which you will need on a regular basis, present your hire letter or contract at UCF Card Services (<https://ucfcard.ucf.edu/>), located in the John T. Washington Center. The UCF ID card includes such information as your name, ISO number (the unique 16-digit number that can be used for financial transactions like a debit or credit card), your

library number, your UCF ID number, and your role at the university. You will need an ID card to use the library and for other purposes, such as showing it to campus police if you need to be admitted to your locked classroom or office.

Faculty Email Account

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

If you have any questions about Outlook account requests, contact the Service Desk (407-823-5117) or visit <https://ucf.service-now.com/ucfit> for more information.

Multi-Factor Authentication

UCF employs multi-factor authentication (abbreviated MFA) to provide secure access to most online systems. MFA requires an additional layer of security beyond your password in order to log in. For UCF, this means installing the Duo mobile app or having an automated system call or text you to ensure that you are the one logging in. You can find additional information and instructions at <https://infosec.ucf.edu/identity-management/multi-factor-authentication/>.

Workday

Many employee-facing electronic functions of the university are accessible via Workday at <https://workday.ucf.edu> (you will sign on with your NID and your NID password). In the menu to the left are self-service areas for you as an employee (time-off requests, paycheck, direct deposit, contact information, benefits).

myUCF Portal

Other faculty-related electronic functions of the university are accessible through the myUCF portal located at

<https://my.ucf.edu/>. On the menu to the left are self-service areas for your instructional roles (official roster, submitting grades at the end of the term, Faculty Webcourse Manager).

Computer Access

Your department technology support team will tell you how to sign on to computers in your office. Computers in many offices require login through the NET.UCF.EDU domain. You will use your NID and NID password to log on to a computer that is joined to the NET.UCF.EDU domain. Check with your department representative for further assistance if your office does not use the NET.UCF.EDU active directory domain for authentication.

Wireless Access

Students and employees at UCF's Orlando campus should connect to "UCF_WPA2" for wireless service. Log in using your NID and NID password. For UCF Connect Center wireless access, please contact the IT Specialist at your campus location.

Knight Ride

Knight Ride is a partnership between the UCF Police and the Student Government Association that offers safe, after-hours transportation around campus. Knight Ride replaces UCFPD's safe escort program formerly known as SEPS.

Knight Ride runs every day from 7 p.m. until 1 a.m. when classes are in session and for extended hours during exam periods. Service is not offered during university closures, such as holidays and breaks between semesters, or on football game days. Those who need special accommodations or who would like a walking escort can call 407-823-2424 to reach a Knight Ride dispatcher during those hours.

UCF Connect Centers

Parking Information

Campus	Details
Altamonte Springs	Permits are required Free of cost for faculty Directions for obtaining a permit will be provided in a Fact and Information Sheet
Cocoa	Permits are required Free of cost with a faculty ID; GTAs may need to purchase (\$40) Can be obtained at the Security Office
Daytona	No permits are required, and parking is free
Sanford/Lake Mary	Permits are required Free of cost for faculty Obtained at Security Office
South Lake	Permits are required Free of cost for faculty Obtained at Security Office
Valencia East	Permits are required Free of cost for faculty Obtained at Security Office
Valencia Osceola	Permits are required Free of cost for faculty Obtained at Security Office
Valencia West	Permits are required Free of cost for faculty Obtained at Security Office

Building Access

Campus	Details
Altamonte Springs	Rooms will be unlocked by security one hour prior to the start of class
Cocoa	Instructors will be issued standard keys for their classroom and office needs
Daytona	Rooms are opened prior to the beginning of class by staff
Ocala	Rooms will be unlocked by security prior to the start of class
Sanford/Lake	Rooms will be unlocked by security one hour prior

Mary	to the start of class
South Lake	Rooms will be unlocked by security prior to the start of class
Valencia East	Key cards are issued by the Security Office Specific access requests must be made for day, evening, and weekends
Valencia Osceola	Faculty ID Badges specific to UCF/Valencia will be issued through the security office and will serve as an access card
Valencia West	Faculty ID Badges specific to UCF/Valencia will be issued through the security office and will serve as an access card

On-Site Technology

Campus	Details
Altamonte Springs	Log-in credentials for the console will be provided in a Fact and Information sheet
Cocoa	Log-in credentials will be provided during the initial training session. GTAs must contact the office manager
Daytona	Classroom computers are left logged in for faculty
Sanford/Lake Mary	Log-in credentials for the console will be provided in a Fact and Information sheet
South Lake	Computer login will be provided in person by IT staff or office manager prior to the first class
Valencia East	Login uses NID and NID password, with RFID\ before the NID
Valencia Osceola	Login uses NID and NID password, with RFID\ before the NID
Valencia West	Login uses NID and NID password, with RFID\ before the NID

UCF Regulations, Policies and Procedures, and Faculty Responsibilities

UCF Regulations and Policies

University Regulations, available at <http://regulations.ucf.edu/>, and University Policies, available at <http://policies.ucf.edu/>, list the regulations and policies for all employees and students at

the university. Topics include the Grading Policy, Course Syllabi, Final Exams, and the Make-Up Policy, among many others. To stay abreast of policy changes, you can join the policy change listserv at <http://policies.ucf.edu/subscribe/subscribe.asp>.

FERPA—Student Privacy

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

As a faculty member, you will need to know the difference between Directory Information and Personally Identifiable Information or Educational Records. Directory Information includes a student's name, major, address, telephone number, date of birth, attendance and enrollment status, degrees and awards received, and sport information, and may generally be disclosed, unless the student requests otherwise. Personally Identifiable Information or Educational Records may not be released to anyone but the student—and only then with the proper identification. Personally Identifiable Information includes the student's social security number, student ID numbers (UCFID and NID), ISO number (16-digit number on the UCF ID Card), residency status, gender, religious preference, race/ethnicity, and email address. Educational records include grades/GPA, student's class schedule, test scores, academic standing, and academic transcripts.

There are several practical consequences of FERPA for faculty members:

- You should not leave graded material (exams, papers, etc.) in a public area for other students (or anyone else) to see (please also see the section on protecting restricted information on page 18)

- Do not post grades publicly in any way that includes names or any part of ID numbers; instead, use the Webcourses@UCF Gradebook for electronic grade dissemination
- Take care to protect digital student records. Do not store protected student information on a USB flash drive or other device that is not password protected. If a device containing protected information is lost or stolen, report that information to your chair or director and the UCF Information Security Officer immediately
- Do not pass around attendance sheets in class that include student UCFIDs, which are to be kept private
- Do not ask students to provide social security numbers for any purpose
- Do not use the telephone or email to provide assignment or final grades to your students. Face-to-face dissemination is required, unless you use the officially sanctioned electronic means of Webcourses@UCF. The communication of individual comments and feedback via email, however, is permitted
- Unless you have been given written permission by the student to do so, do not discuss a student's grades or performance in class with *anyone* other than the student or a UCF employee with an established *legitimate educational interest* (information is required to fulfill a specific professional responsibility).

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

Additionally, instructors must complete the online FERPA training provided by the Registrar's Office every two years. Please visit <http://registrar.ucf.edu/training> to register.

Sensitive Information

UCF Regulation 3.045, Sensitive Information Disclosure, details employee, student-worker, and affiliate duties to protect all sensitive information acquired during the course of employment or service to the university.

Sensitive information includes, but is not limited to, the following categories:

- Personally identifiable student or parent information
- Financial information (including social security and credit card numbers)
- Health information
- Certain contracts, research information, and alumni and donor information
- Personnel information
- University financial information
- Computer passwords
- University proprietary information
- Any other information for which access, use, or disclosure is not authorized by university regulation, policy, or procedure.

Please review and familiarize yourself with UCF Regulation 3.045 at http://regulations.ucf.edu/docs/notices/3.045SensitiveInformationFINALOct12_001.pdf.

Password and Information Security

Information technology policy is governed not only by the university itself, but also by state and federal laws; therefore, the policies of all these organizations may need to be strictly adhered to should faculty wish to continue using the network.

Protect Restricted Information

Restricted information, as defined by university policy 4-008, includes, but is not limited to, social security numbers, credit card, debit card, ISO, and driver's license numbers, biometric data, medical records (ePHI), computer accounts, access codes,

passwords, grades, email addresses, photographs, and other information protected by law or regulation.

Email is not appropriate for sending restricted information, as most email providers do not provide encryption.

Additionally, as described in university policy 4-007, restricted information is not to be stored on mobile devices or on third-party internet cloud storage services. This restriction applies to Google Drive, OneDrive, CrashPlan, Dropbox, iCloud, Box, and other services where user information is stored in non-university-affiliated data centers.

Physical Security

Physically protect restricted information and computing resources by following these simple tips:

- Use password-protected screensavers
- Make sure no one is looking over your shoulder when you enter your password
- Lock your doors when you leave your office
- Properly dispose of (e.g., shred) all documents that contain restricted information when they are no longer needed
- Never leave restricted information (employee or student information) in plain view
- Store backup copies of important files in a safe location.

Password Security

- If it's a dictionary word, it's a bad password: Don't use it.
- Use a mnemonic, such as the first letter of a song verse or a phrase, while adding in numbers, symbols (\$,%,*), and UPPER/lowercase letters
- Change your password often. UCF standard is 60 days
- Never write down a password and never share accounts
- Do not give your password to anyone, not even the Service Desk
- Never use your UCF NID password for non-UCF systems

- Avoid the “save my password/remember my password” option on websites.

Accessible Course Materials

UCF is committed to providing all students with equitable access in their academic and campus experiences. This commitment includes encouraging accessible design in class activities, physical spaces and policies from the outset. Classroom accommodations are facilitated when necessary but should not be seen as the desired outcome. UCF Student Accessibility Services works with faculty members on a regular basis to promote accessible course design and to facilitate academic accommodations as needed, including extended time on tests, note taking, and interpreting services. As more faculty members innovate to incorporate web-based media into their online and face-to-face classes, we must be diligent to ensure that accessibility remains a top priority. Ultimately, the need for accommodation is not dictated by one’s disability but rather by the nature of the course and the extent to which it is design with access in mind.

Faculty members are responsible for providing accessible material for students in their courses. If you have questions about materials in your course, please work with one or more of the offices listed below to address the matter.

- Student Accessibility Services coordinates academic accommodation efforts and can provide Braille materials and electronic files for textbooks, and can create transcripts of recorded lectures and convert text-based materials into accessible formats. Contact Student Accessibility Services at 407-823-2371 or sas@ucf.edu.
- The Center for Distributed Learning assists faculty in designing and developing accessible online course materials. Course design information is available at <http://cdl.ucf.edu/accessibility>. CDL has created two tools inside Webcourses@UCF that assist with online

accessibility: UDOIT

(<https://cdl.ucf.edu/teach/accessibility/udoit/>) and Quiz Extensions

(<https://cdl.ucf.edu/support/webcourses/guides/quiz-extensions/>). Online faculty members are encouraged to work directly with their assigned instructional designers, which can be found at <https://cdl.ucf.edu/teach/resources/id-lookup-tool/>. General inquiries should be directed to 407-823-4910 or cdl@ucf.edu.

- The Faculty Center can help faculty members create and design course materials and teaching strategies that will accommodate a wide range of differences among students. The center offers workshops and one-on-one consultations with faculty on best practices. Contact the Faculty Center at 407-823-3544 or fctl@ucf.edu.

For more information about student accommodations or accessibility within the classroom, please visit the Student Accessibility Services website <http://sas.sdes.ucf.edu/>.

Additional questions should be directed to Adam Meyer, Director of Student Accessibility Services, at 407-823-2371 or adam.meyer@ucf.edu.

Reporting Attendance

All faculty members must follow a process to support UCF's compliance with a federal financial aid regulation. In essence, the regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid.

The university must verify that every student enrolled in every course at UCF has met this standard, and must be able to gather that information as soon as possible but by no later than Friday of the first week of each new semester.

UCF requires that faculty members use Canvas, our learning management system (also known as Webcourses@UCF), to

record the required information. See <https://cdl.ucf.edu/teach/resources/financial-aid-requirement/> for details.

We recommend the following four-step process for handling the requirement:

1. Add a statement to your syllabus explaining this policy.
Sample wording: Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. (Then insert information about the activity that students must complete. This could include any of the activities listed in step 3 below.)
2. Access your Canvas course site following the directions below. (The Center for Distributed Learning will create Canvas "shells" for all courses 10 days prior to the beginning of the semester. If you have already created Canvas courses through the Faculty Webcourse Manager, they will remain unaffected.)
 - Log in to myUCF (<https://my.ucf.edu/>) and click the Online Course Tools tab. In the Webcourses@UCF module, click the link (<https://webcourses.ucf.edu/>) to access your Canvas courses
 - Access each course by selecting it in the "Courses" drop-down menu at the top of the page.
3. Create an assignment in Canvas that students must complete during the first week of classes or as soon as possible after they add the course. Any of the academic activities listed below will meet this requirement:
 - Auto-graded Canvas quiz (course pretest, syllabus quiz, etc.; templates are available at

<https://cdl.ucf.edu/teach/resources/financial-aid-requirement/assignments/>)

- Scantron quiz graded by Testing Services
- Information Literacy Module (available at <http://infolit.ucf.edu>)
- Experiential Learning Professional Skills module (information regarding how to access the Professional Skills module repository available at <https://explearning.ucf.edu/faculty/support-for-faculty-and-colleges/>)
- Course assignment (in many cases, the assignment does not have to be graded during the first week of classes but should be submitted by that time by students; could include a *gradable*—as opposed to *non-gradable*—discussion post, short essay, worksheet, etc. For more information about which types of gradable assignments must be graded during the first week of classes—which depends upon the grading scheme implemented—please visit <https://cdl.ucf.edu/teach/resources/financial-aid-requirement/>)
- Scores imported from a third-party system (clicker or audience-response system, publisher system, etc.).

The Center for Distributed Learning hosts a website with detailed information about this process, including how to add the elements above to your course. The URL is <https://cdl.ucf.edu/teach/resources/financial-aid-requirement/>.

4. Publish your course by clicking “Publish” within each course so that students can access it. For further instructions, see <https://cdl.ucf.edu/teach/course/semester-start-guide/#3>.

UCF Here

UCF Here is a mobile attendance app for iOS and Android devices developed by the Division of Digital Learning. Students can use their smartphone to check into a class, and faculty can manage and take attendance directly through Webcourses@UCF. Even though UCF Here is designed to be used in a classroom environment, faculty can take attendance in live online sessions as well. For instructions on its use, see <https://cdl.ucf.edu/support/webcourses/guides/ucf-here-faculty-guide/>.

Faculty-Student Relationships

Faculty are prohibited from pursuing or engaging in an amorous relationship (whether casual or serious, short-term or long-term) with any undergraduate student. An employee is also prohibited from pursuing or engaging in an amorous relationship with any graduate student under that employee's authority. According to UCF policy, pursuing or engaging in an amorous relationship with any graduate student will limit the employee's ability to teach, mentor, advise, employ, and promote the career of the student involved. See <https://compliance.ucf.edu/university-policies-on-amorous-relationships-and-employment-of-relatives-july-2017/>.

Textbook and Instructional Materials Compliance

Florida law dictates that information about required and recommended textbook and instructional materials must be posted to students no fewer than 45 days before the start of the semester. At UCF, we maintain compliance with this statute by reporting adoptions for all course sections to the UCF Bookstore no later than 60 days in advance. The fastest and easiest way to submit textbook and instructional materials adoptions is through the UCF Bookstore's online book-request system, Adoptions Insight Portal (<https://sso.bncollege.com/besp/besso/saml/ucfedu/aip/logon>). Upon logging in you will see

the courses you are assigned to teach and be able to adopt required and recommended course materials. This platform provides information about previously adopted materials, resources for researching textbooks you may be considering, and resources for searching for affordable options for your courses. It's always a good idea to check with the bookstore near the beginning of the semester to make sure that your books are available for students to purchase. Also, be sure to keep your department informed about the books you've ordered so they can answer students' questions and confirm department-wide compliance with the state-mandated deadlines.

These policies and procedures apply to all course sections even if they do not require students to purchase textbooks or instructional materials.

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

Additionally, if you plan to require students to purchase a textbook or other instructional materials for a course you are teaching that was written or co-written by you, or your relative, where you anticipate receiving royalties from the purchase, you will be required to report this in the online Report of Potential Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure (AA-21) and explain the action you took to mitigate the conflict of interest created. Mitigation actions include offering the materials to UCF students at reduced or no cost, or donating the royalties to a nonprofit organization.

Office Hours

Office hour policies vary among departments and schools, so check with your chair or director to find out how many hours you are expected to schedule, whether they need to be spread out over a certain number of days in the week, if there are restrictions on where they must be held, and if policies vary for online courses. General campus practice typically suggests a minimum of 1.5 office hours for each class you teach. It is generally expected that faculty members who are teaching only online will still hold office hours on campus in addition to coming to campus regularly for faculty meetings and other activities. Faculty members are required to list office hours on their syllabi and to note that other times may be available by appointment.

Class Cancellation

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

you must notify the administration for that location at your earliest opportunity.

Campus Closure

Any closure of campus due to a hurricane or any other emergency will be announced by the university with as much advance notice as possible. University personnel will be notified using the UCF Alert system. Personnel enrolled in UCF Alert can expect to receive messages by email and SMS. The UCF home page will also announce campus closures and other important information about the event prompting the closure. To ensure course continuity in the event of a closure, work with your department chair to develop a plan for curricular adjustments or alternate delivery systems. It is important to recognize that the impact of weather emergencies may be different at UCF Connect Centers. Be aware that hurricanes may create scheduling and operational difficulties long before they arrive, and there may be persistent effects for days.

Religious Observances

It is UCF's practice to reasonably accommodate the religious observances, practices, and beliefs of individuals with regard to admissions, class attendance, and the scheduling of examinations and work assignments. The undergraduate and graduate catalogs state that if an exam is scheduled on a religious holiday, students may request to take the exam on a different day and observe the holiday without penalty. Students are expected to notify their instructor in advance if they intend to observe a holy day of their religious faith that will result in an absence from class. Note to faculty considering requests from students: the period of observance may include reasonable local travel time to a site for observance. It need not include time for travel chosen personally for observance outside the local area.

For those considering requests to accommodate religious observances on workdays, please see the following document

on the UCF EO/AA website: <http://www.eeo.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf>.

Final Exam Policy

A final examination or alternative end-of-term assessment should be given in each course that is taught. Regardless of the type of mechanism employed for final assessment, or the course modality, each faculty member must provide continuous instruction for the full length of the semester, including the final examination period. Visit <http://exams.sdes.ucf.edu> to see the final examination schedule for the current semester. For full policy details, go to <https://policies.ucf.edu/documents/4-400.pdf>.

Copyright Regulations and Course Materials

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

- Purpose. Use of material is seldom “Fair Use” for a commercial venture or when the user profits from the use. Teaching, research, scholarship, and criticism are uses often in line with “Fair Use”
- Nature. Unpublished and highly creative works can seldom be used without permission under “Fair Use,” whereas published works and factual/nonfiction works more often may be used
- Amount. It is not considered “Fair Use” when a large portion or the whole work is used, or when the portion used is central to the entire work. “Fair

Use” is more likely when the portion is small and not central to the work

- Effect. It is seldom considered “Fair Use” when the use could replace or impair the sales of the copyrighted work, when numerous copies are made, when the use is made accessible publicly (including the web without password protection), or when the use is repeated and long-term. It is more likely “Fair Use” when the user owns a purchased copy, makes only one or few copies, has no impact on the potential market for the copyrighted work, and lacks a licensing mechanism.

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

See the library’s guidelines for more information:
<http://library.ucf.edu/about/policies/copyright/>.

For additional information on other dimensions of copyright, refer to University Regulation 2.033 Copyrights and Works:
http://regulations.ucf.edu/docs/notices/2033CopyrightsandWorksNov11FINAL_000.pdf.

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

The library can also create print or digital reserves for courses. For information about reserving library materials, see
<http://library.ucf.edu/find/course-materials/>.

At UCF Connect Centers, bookstore and library services are provided by state college partners, as well as UCF Connect Librarians assigned to most sites.

What to Do in an Emergency

Introduction

UCF functions like any community of like size, and all the people who study, work, and live here deserve a safe and secure environment. In some cases, the university also provides shelter, resources, and assistance to the surrounding community. In the event of a campus emergency, the university provides alerts via text messages, emails, or other social media. Be sure to opt in to receive alerts (see section “UCF Alert” on page 11). When possible, these alerts will include details about affected areas and suggested responses. Preparing ahead of time for a possible emergency or classroom disruption will help you respond more quickly and effectively should the need arise. Additionally, you may find yourself on the front line of an emergency and will need to have a plan for responding. Consider including some recommendations in your syllabus or in the course orientation for the benefit of your students; topics might include evacuation routes, assembly locations, assisting students with disabilities, and other campus resources. Also, encourage your students to learn the best practices for responding to emergencies and classroom disruptions. The following sections include resources and suggestions for developing your response plans.

UCF Police Annual Security and Fire Safety Guide

The UCF Police Department’s Annual Security and Fire Safety Guide (Annual Security Report) is published each year by October 1st, and includes statistics from the previous three calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the university, and on public property immediately adjacent to and accessible from the campus.

The report also includes institutional policies concerning campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, fire safety in

residence halls, and other matters. Fire statistics for on-campus residential facilities can be found in the Main Campus and Rosen College of Hospitality Management reports.

The reports for all campuses are available electronically via the below links. Printed copies are also available in the lobby of the UCF Police Department, located at 3610 Libra Drive, Orlando, FL 32816.

You can request a printed copy by sending an email to clery@ucf.edu or by calling 407-823-4681.

Main Campus:

<http://police.ucf.edu/SafetyGuide/MainCampus/>

Rosen College of Hospitality Management:

<http://police.ucf.edu/SafetyGuide/Rosen/>

UCF College of Medicine:

<http://police.ucf.edu/SafetyGuide/COM/>

UCF Cocoa:

<http://police.ucf.edu/SafetyGuide/Cocoa/>

UCF Daytona Beach:

<http://police.ucf.edu/SafetyGuide/Daytona/>

UCF Leesburg:

<http://police.ucf.edu/SafetyGuide/Leesburg/>

UCF Ocala:

<http://police.ucf.edu/SafetyGuide/Ocala/>

UCF Palm Bay:

<http://police.ucf.edu/SafetyGuide/PalmBay/>

UCF Sanford/Lake Mary:

<http://police.ucf.edu/SafetyGuide/SanfordLakeMary/>

UCF South Lake:

<http://police.ucf.edu/SafetyGuide/SouthLake/>

UCF Valencia Osceola:

<http://police.ucf.edu/SafetyGuide/ValenciaOsceola/>

UCF Valencia West:

<http://police.ucf.edu/SafetyGuide/ValenciaWest/>

Florida Solar Energy Center:

<http://police.ucf.edu/SafetyGuide/FSEC/>

Executive Development Center:

<http://police.ucf.edu/SafetyGuide/ExecDevCenter/>

Center for Emerging Media:

<http://police.ucf.edu/SafetyGuide/EmergingMedia/>

UCF Altamonte Springs:

<http://police.ucf.edu/SafetyGuide/AltamonteSprings/>

Department of Security and Emergency Management

The Department of Security and Emergency Management maintains emergency plans for various disasters and emergencies that may affect the university. These plans outline preparedness, response, and recovery procedures for these events, and highlight important protocols for the university community to follow.

Classroom Preparedness

There are several tips for classroom preparedness. Please familiarize yourself with the classroom features, surrounding areas, and building features. When you enter the classroom, establish if you can lock the doors, verify the locations of the closest fire extinguisher, first aid kit, and automated external defibrillators (AED), and identify the nearest exits and evacuation assembly areas. The department also provides Emergency Guides in all classrooms and laboratories located on the main campus. These flip charts, located near the light switch at the entrance to the room, provide you with the building and room number and include a step-by-step guide to handling various emergencies that you may encounter in the classroom, including emergencies related to fire, weather, crime, and health. For more information about emergency responses and planning, see <https://police.ucf.edu/emergencymanagement>.

Harmful Behavior

If you feel that you are facing an immediate threat, call 911. When dealing one-on-one with anyone displaying intimidating or threatening behavior, you should relocate to a safe and/or

populated area if possible. It is a good idea to develop distress words with your colleagues and make sure they are practiced. Ask your chair or director about your unit's approach to such situations.

If there is a threat of immediate violence inside the classroom, dismiss the class if possible and maintain your safety and that of your students. Try to isolate the threat if possible; that is, do what you can to place distance between the threatening person and yourself and those with you. Put physical barriers like desks, chairs, etc. between you and your assailant, and call 911 with as much specific information about the assailant as possible.

In the case of a threat of immediate violence occurring outside the classroom, first determine the nature of the threat. Maintain the safety of yourself and your students as best you can, and even consider evacuating the classroom in severe situations.

If a student threatens violence in the future to himself or herself, you can speak to the student in private, inform the student of the services available at UCF Counseling and Psychological Services, consult with UCF's Counseling and Psychological Services, file an Incident Report Form (available at <https://publicdocs.maxient.com/incidentreport.php?UnivofCentralFlorida>), and/or monitor the student's behavior. Consider taking the QPR (Question, Persuade, Refer) Suicide Prevention Training that is available through Counseling and Psychological Services.

If a student threatens violence in the future to you or other people, take all suitable precautions for your own safety, and contact the UCF Police Department at 407-823-5555. If you feel the need to speak to the student, try to do so privately outside the classroom. If you ask the student to come by your office, inform the office staff of your action, keep the office door open, and ask someone to either join you or be close by (the UCF Police Department provides this service). You should then inform the student about UCF Counseling and Psychological

Services, file an Incident Report Form, and monitor the student's behavior.

Medical Emergencies

There are several types of medical emergencies that may occur in the classroom. From severe events such as cardiac arrest, seizures, and allergic reactions to injuries such as cuts, bruises or falls, it is important to be prepared to handle those situations should they arise. Always be ready to call 911 in case of an emergency. Make sure to inform 911 dispatchers about the type of medical emergency and your location on campus, including building and room number.

Always take a few minutes to familiarize yourself with the location of the building safety equipment, such as AEDs, first aid kits, and fire extinguishers. Knowing where these items are ahead of time allows quicker access in case of an emergency. Remember AEDs may not be on the same floor as you, but there are signs posted in the buildings notifying people of their location. They are generally located by elevators or building common areas. You can also sign up for the free PulsePoint app on your smartphone at <https://www.pulsepoint.org/>. The app provides the AED locations on campus and valuable instructions for CPR and AEDs.

Here are some tips for a few types of situations that may occur in the classroom. Please note these are not a substitute for certification training. Always call 911 in case of a medical emergency. If the person is responsive, make sure to obtain consent from the individual before offering any assistance.

- If someone should suddenly collapse, do not hesitate and call 911 immediately. Check the person for responsiveness and breathing. Be ready to start CPR and administer an AED.
- Signs of a severe allergic reaction include swelling and difficulty breathing. If someone should have a severe allergic reaction or asthma attack, you may help them

find any medication they may need, but you may not administer any medication to that person. Monitor the situation, keeping the person calm waiting for EMS to arrive.

- If someone is having a seizure, make sure there is nothing in the surrounding area that may cause injury. Give them plenty of space and do not try to restrain them. Monitor the situation and keep them comfortable until help arrives.

To be fully prepared for any of these types of medical emergencies, departments can arrange CPR, AED, and First Aid certification courses through Environmental Health & Safety (EHS). These courses will provide specific and hands-on training on how to respond to these types of emergencies. More information about the training is available on the EHS website: <http://www.ehs.ucf.edu/>.

On-Campus AED Locations

Automated external defibrillators are located in buildings across campus. For a list of all AED locations, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>

Weather Emergency

In the event of an immediate severe weather emergency near campus, UCF will send alert emails and text messages with details through the UCF Alert system. For example, according to Emergency Management's recommended procedures for tornado warnings, everyone under a warning should stay indoors and seek shelter in an interior room without windows. It is important that you and your students know where a safe location is in or near your classroom should a tornado warning or other severe weather alert be issued.

If a hurricane is projected to affect UCF's operations, ample notice is generally communicated several days in advance in various forms, including through email and on UCF's main

website. As with more immediate threats, such as tornadoes, it is important to know ahead of time what preparations should be made for your class. You might consider dedicating some space in your syllabus to establishing expectations for emergency weather situations, including information about keeping in touch and staying safe. In the event of a campus closure due to weather, you will receive alerts. To ensure course continuity during campus closures, work with your department chair to develop a plan for curricular adjustments or alternate delivery systems. It is important to recognize that the impact of weather emergencies may be different at UCF Connect Centers. Be aware that hurricanes may create scheduling and operational difficulties long before they arrive, and there may be persistent effects for days.

For more information about weather preparedness, visit <https://police.ucf.edu/preparedness>. For information about UCF's Alert system, visit <https://police.ucf.edu/ucfalert>. General information about hurricane preparedness is available at <https://www.nhc.noaa.gov/prepare/ready.php>.

Potential Emergencies in the Classroom

Faculty members have the right to control their classroom environments in order to maintain a sense of safety, efficiency, and effective decorum for their students and themselves. Faculty may deny access to their classrooms to any person not registered for the class, with the exception of university administrators or persons providing services for students with recognized disabilities (see "Accommodating Students with Disabilities" in Section III).

If a student is disruptive in your class or is personally abusive, you should take all suitable precautions for your own safety and, if warranted, call 911. Otherwise, speak to the student privately outside the classroom and do not allow the student to return to class that day. If you ask the student to come by your office, inform the office staff of your action, keep the office door open, and ask someone to either join you or be close by

(the UCF Police Department provides this service). You should inform the student about UCF Counseling and Psychological Services and explain to the student the university’s progressive disciplinary action process. The process is as follows:

- 1st incident: Speak to the student in private and inform the student of progressive disciplinary action. Keep a written record of the event for yourself
- 2nd incident: Notify the student in writing of your action, file an Incident Report, and inform your supervisor
- 3rd incident: Speak to your supervisor and someone in your college or in the Office of Student Rights and Responsibilities. Determine penalties or other accommodation and notify the student
- 4th incident: University-level sanctions, including possible suspension from the university.

When a student’s behavior or emotional state causes you concern but is not disruptive, speak to the student after class and inform the student of the services available. You may decide to keep a written record of the incident for yourself in case of future actions and file an Incident Report Form.

For further information on referring students for counseling and psychological assistance, victim services, or accommodating students with disabilities, see Section III and the following resources. For building names and locations see <http://map.ucf.edu/>.

Name of Office	Location
Academic Services http://www.academicsservices.ucf.edu/	MH 210
Counseling and Psychological Services http://caps.sdes.ucf.edu/	CAPS
Faculty Center for Teaching and Learning https://fctl.ucf.edu/	CB1 207
Student Health Services http://shs.sdes.ucf.edu/	HC 10

Name of Office	Location
Inclusive Education Services http://ies.sdes.ucf.edu/	FC 185
Department of Emergency Management https://police.ucf.edu/emergencymanagement	EOC bldg. 49
Office of Institutional Equity http://oie.ucf.edu/	WD1 bldg. 38 suite 123
Ombuds Office http://www.ombuds.ucf.edu/	MH 243
Student Conduct and Academic Integrity https://scai.sdes.ucf.edu/	FC 7G suite 227
Student Accessibility Services http://sas.sdes.ucf.edu/	FC 185
Student Rights & Responsibilities http://osrr.sdes.ucf.edu/	FC 7G suite 227
UCF Drug-Free Policy http://whps.sdes.ucf.edu/ucfdrugfreepolicy	RWC 111
UCF Police Department http://police.ucf.edu/	UPD (Public Safety Building)
Victim Services http://victimservices.ucf.edu/	UTWR 450 and JTWC 108

Active Shooter

If there is an active shooter situation, you have three options: **Run** and Get Out, **Hide**, or **Fight** and Take Out. If you feel it is safe to **Run** and Get Out, leave your location, and if there is an accessible escape path, attempt to escape. Help others escape if possible. Prevent individuals from entering the area where the active shooter may be. Keep your hands visible for the police. If leaving is not an option, then find a place to **Hide**. Proceed to a room that can be locked. Close and lock all windows and doors. Turn off all lights. Silence all cell phones. Barricade or block doors with furniture, especially if your door cannot be locked. Stay as hidden as possible. Have one person call 911, and remain in place until police arrive and give the "All Clear." Do not respond to voice commands until you can verify with

certainty who is giving direction. The remaining option is to **Fight** and Take Out. This depends on the situation and will be up to you. Do what it takes to stay alive and save lives. If you must confront a shooter, act as aggressively as possible; throw improvised weapons (scissors, locks, chairs, plants, etc.), and commit to your actions.

UCF Alert

UCF Alert will provide timely life safety notifications to your cell phone and email address. Please remember to verify your contact information for UCF Alert to remain aware of campus incidents that may impact your safety!

To verify or update your UCF Alert information, follow these instructions:

- 1) Go to <https://getrave.com/login/ucf>
- 2) Log in with your NID and NID password
- 3) If prompted, you must agree to the terms and conditions to enroll in Alert communications
- 4) On the “My Account” tab, verify the information including your e-mail address and mobile phone number
- 5) Your UCF email address is listed by default; to add an additional email address, click the “Add” button
- 6) To edit your mobile phone number, click the “Edit” icon and follow all prompts for mobile phone verification

Other Important Campus Policies

Inclusion, Safety, and Disability Accommodation

Faculty members are encouraged to share the following information about diversity and inclusion with their students through syllabi, discussion in class sessions, and so on:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and

respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu/> and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – <http://www.oie.ucf.edu>, <http://osrr.sdes.ucf.edu/titleix>, & askanadvocate@ucf.edu
- Equal Opportunity/Affirmative Action – [http://www.oie.ucf.edu/](http://www.oie.ucf.edu) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- University Compliance, Ethics and Risk Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

As an alternative to this statement or in addition to it, the Student Accessibility Services' Faculty Advisory Board has discussed the importance of faculty having a welcoming and inviting statement on the syllabus and through classroom discussion. It is beneficial to have a clear statement that invites and encourages any student to speak with the professor if the student is experiencing challenges or barriers in the classroom. Such a conversation may happen with or without a Course Accessibility Letter from Student Accessibility Services (SAS) and students may be referred to SAS as necessary. Please consider using your own style and tone to convey this message.

When speaking with a student with a disability, please keep in mind that the biggest barrier is often not the disability itself, but rather the design of the course, the barriers within the course and the social stigmas, biases and assumptions all too prevalent in our culture. Common examples that SAS frequently works to manage include:

- Use of videos in the classroom without captioning for students who are deaf
- Visual materials not available in an accessible format for students who are blind
- Burdensome processes for receiving extra time on exams and quizzes, including pop quizzes
- Professors who unintentionally minimize a student's concern, speak to students in public places about their accommodations or make assumptions about the student's ability to perform academically solely based on disability information.

Social Justice and Advocacy

Director: Justin Andrade

Contact: sja@ucf.edu

Website: <http://sja.sdes.ucf.edu>

The mission of Social Justice and Advocacy (SJA) is to promote an equitable campus environment where all are assured that diversity, in its many forms, is valued. We will support efforts to

increase equal access to campus resources and opportunities, while cultivating inclusiveness to the least advantaged members of the campus community. SJA will advocate to decrease obstacles that prevent students from succeeding at the University of Central Florida.

SJA seeks to create purposeful action through intentional programming and engagement and is responsible for providing oversight to the **Multicultural Student Center** and **LGBTQ+ Services**.

The Multicultural Student Center is a Student Government Association funded agency that is dedicated to creating a more inclusive and equitable campus environment that enriches the university experience through actively providing and supporting diverse and intentional programming.

LGBTQ+ Services provides education and advocacy for the LGBTQ+ campus community through workshops, events, and resource development. LGBTQ+ Services seeks to create a stronger, healthier, and more equitable world for LGBTQ+ people and its allies.

Locations:

Social spaces are provided for UCF students who are looking for resources, community, a place to hang out, or a quiet place to study. Locations are open to all students of all genders and sexual orientations.

Cultural Center: Student Union 214

SJA Lounge: Student Union 207

Pride Commons: Ferrell Commons 171

UCF Reflection Room: UCF Downtown/Valencia Union West 3rd floor

Florida Sunshine Law

The state of Florida has broad public-records laws that allow for residents to request the right to access records made (or received) by a government body, including our university. Many written records fall into this category, including emails and

communications with students. Although some educational records may be FERPA-protected, as a general rule, emails sent from a university email address, or sent otherwise using university equipment, could be publicly requested.

Sexual Harassment

Sexual harassment is a form of sex discrimination that is defined as influencing, offering to influence, or threatening the career, pay, job, or academic progress of another person in exchange for sexual favors, or deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature in a work, work-related, or educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic progress
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Any person who believes that he or she is being harassed or otherwise subjected to illegal discrimination is encouraged to consult with the Office of Institutional Equity.

Any faculty member who receives information indicating that a student may have been subject to sexual harassment or other forms of sex discrimination *must* report the information to the director of the Office of Institutional Equity—even if the victim specifically requests that the faculty member not make the report. The director has the responsibility of investigating and addressing sex discrimination on behalf of the university. The

director is required to honor a victim's request for confidentiality under most circumstances.

Faculty members should not begin or seek a sexual relationship with any student. University policy prohibits sexual relationships (even if consensual) between employee and student and between supervisor and employee when that relationship constitutes a conflict of interest, because the lines of power and authority that exist between the parties may undermine freedom of choice. A Faculty Senate Resolution states: "No faculty member shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in a course being taught by the faculty member or when academic work is being supervised by the faculty member or when that faculty member has or is likely to have academic responsibility over that student at any time during that student's tenure at UCF. No person in a supervisory position shall have romantic or sexual relationships with anyone that he or she evaluates."

Preventing Discrimination

UCF's Office of Institutional Equity (OIE) invites faculty and staff members to update their discrimination-prevention knowledge by completing an online training session. This online training can be accessed at any time. UCF OIE has added new information in several areas, including Title IX obligations relating to students who experience sex discrimination including sexual harassment.

The online training offers definitions and examples of prohibited discrimination, harassment, and retaliation. The section discussing harassment also describes how to assist student-victims of sexual harassment, a new element of this course.

Following each section, participants will take an online quiz. Scoring 70 percent or more allows participants to move to the next section of the online workshop and then complete it.

The participant’s Learning Transcript record in Workday will record successful completion of this training session. Follow these directions to register for and complete the course:

1. Sign on to Workday at <https://workday.ucf.edu/>
2. From the Workday Global Navigation (left of homepage), select “Learning”
3. Click “Discover”
4. Click “Browse Learning” button
5. In search box, type “UCFACT”
6. “UCF Actions-Web” will populate—select it
7. Click “Enroll” on next page
8. The Review page shows a box with two lessons—click the “Submit” button at bottom
9. Click “Done.” You should receive an email from Workday confirming your registration and providing instructions for accessing the course in the Workday system
10. To continue to the course immediately after registering, click “Start Course”
11. Click “View External Link,” which takes you to Webcourses. Log in with your NID and NID password if necessary
12. Complete all sections and the self-test. A passing score of 80% is required for successful completion.

Participants may call Marsha Kernica at 407-823-1336 with questions about the registration process.

Ombuds Office

The Ombuds Office provides all members of the university community an informal, independent, impartial, and confidential resource that listens to concerns and facilitates resolution of issues. Their website is <http://ombuds.ucf.edu/>.

This office will:

- Listen to complaints
- Clarify university policy
- Answer questions concerning appropriate channels

- Assist with problems not resolved by other offices
- Informally look into complaints
- Make referrals to individuals who can address concerns
- Help define options that are available
- Recommend changes to university policy, rules, or procedures that are outdated, unclear, or ineffective
- Open avenues of communication and facilitate conversations
- Offer a safe place to discuss concerns.

SECTION II

Before the Semester Begins: Designing and Preparing to Teach Your Course

Some of the most important work of teaching takes place before we ever meet our students (virtually or face-to-face) on the first day of class. This is the time put into planning and designing a course. Although it is critical to be flexible and responsive to realities in and out of the classroom throughout the semester, thoughtful and conscientious planning of course details can minimize difficulties for both the students and the instructor. We begin this section with an unofficial checklist for this pre-semester phase of teaching—a list of things to keep in mind as you develop your course plan and schedule. The section is followed by a list of minimum requirements for syllabus contents and information about other steps you'll want to take as you prepare to start the term, including ordering textbooks, setting up your course website, and accessing class rosters.

Advice on Planning Your Course

- Make an effort to learn as much as you can about the context in which you are teaching and your students are learning as you plan your course. Per state regulation, each baccalaureate degree program at UCF has an **Academic Learning Compact (ALC)**, a set of learning outcomes in three specific areas: discipline-specific knowledge, skills, attitudes, and behaviors; communication; and critical thinking. (See <https://oeas.ucf.edu/about/academiclearningcompacts>) . Get additional information about your ALCs from your chair or director and ask about how the course you're teaching fits into the vision of your program, whether as a prerequisite, core course, or elective. Ask if your department has a "curriculum map"—a document that indicates where each learning outcome in your program

will be introduced, emphasized, and reinforced. Broad understanding of your program's learning goals can help you make good decisions about how to teach your own course.

- Based on the information above, build class assignments and assessments around meaningful and measurable **course outcomes** to help students understand the connections among individual class activities and the broader goals of your class or program. Speak with a consultant at the Faculty Center if you want help with this process.
- Think carefully about how you weight the **point values of assignments** in your course so that your grading scheme reflects the relative importance placed on each assignment as accurately as possible.
- Consider **assigning web-based materials** that are easily accessible for all students at the beginning of the semester. This can help you avoid having your schedule thrown off because students can't complete assignments in the first couple of weeks due to lack of access to ordered items, especially if you're teaching a class that is likely to involve significant numbers of students who enroll at the last minute or if you're not sure if your books will be available at the beginning of the term. Remember to order your books by the state- and university-mandated deadlines (see page 58 for more information).
- Pay attention to **accessibility issues** in all your course materials. See sections in this book on providing ADA-compliant materials to ensure that all your students can access the information they need to succeed in your course.
- Build a schedule that will realistically allow you to provide **consistent and meaningful feedback** to your students in any course, no matter the size, level, format, or modality. Students need to know what they're doing well and where they need to make improvements. As

you plan your course schedule, consider building in opportunities for significant formative assessments—those that students can learn from along the way—as well as summative assessments that lead to final grades. If possible, develop your schedule so that you will provide students with significant feedback prior to the midsemester withdrawal deadline, so they can make informed decisions about whether to stay enrolled or try the course again another semester. This is especially important for students who are struggling. See Faculty Senate Resolution 2011-2012-1 for more information: http://faculty senate.ucf.edu/resolutions/2011_2012/index.asp#res1.

- Remember to carefully **review the academic calendar** as you're planning your course schedule. You'll find it at <http://calendar.ucf.edu/>. Scroll to the bottom to find a list of holidays and pay attention to announcements about other special events (like weeknight football games) that may affect your meeting schedule. Review the UCF policies about religious holidays and keep that information in mind as you plan (see page 27 for more information).

Required Syllabus Components

All courses at UCF are required to have a syllabus that must be provided to students via Webcourses@UCF, regardless of course modality. Faculty members should also turn in their syllabi to their departments or colleges before the start of the semester, but in the case of late scheduling, no later than the second week of the semester in which the course is taught. Some programs may require instructors of the same course to use one common syllabus or to include common elements (e.g., course outcomes, required materials). You can obtain information about these policies from your chair or director. UCF Policy 4-403.1 sets out required and recommended components of a syllabus: <https://policies.ucf.edu/documents/>

[4-403.pdf](#). Visit <https://fctl.ucf.edu/teaching-resources/course-design/syllabus/> for further details.

Each syllabus must include the following requirements:

1. Information from the official Schedule of Classes
2. Instructor and GTA contact information
3. Explicit, public description of the course
4. Intended student learning outcomes
5. Course calendar that includes the sequence of course activity
6. Assessment and grading procedures
7. Course materials and resources
8. Core policy statements

Contact Information Details

- Instructor's name
- Contact information for instructor
 - Office location and hours
 - Email and phone* (UCF email and department phone number. You are not required to provide a mobile phone number.)
- Contact procedures for class: Knights email, Webcourses@UCF, or both*

Course Information Details (see <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/> for examples of syllabus statements for the following):

- Course name
- Course ID and section number
- Credit hours
- Course description (include catalog description, departmental description, and a more detailed section-specific description of the course)
- Course outcomes (in accord with teaching goals and tied to planned assessments) listed with as much detail as possible
- Course prerequisites and instructor expectations of student abilities*

- Required texts
- Supplemental texts, helpful websites, and other materials
- Evaluation and grading
 - Plus/minus grading or flat grading
 - Grade scale (numbers/letters equivalencies)
 - Grade distribution/grading on a curve
 - Weight of assignments and tests
 - Categories of assessment
 - Method of grade reporting (Webcourses@UCF or in person)
- Statement about due dates (missed assignments/exams, makeups, extra credit)
- Statement about academic integrity
- Statement about ADA compliance and accommodation of students with disabilities

Calendar

- Final exam date and time
(see <https://exams.sdes.ucf.edu/>).

We recommend that you also consider including the following:

- Detailed information about the academic integrity standards and definitions for your specific course, including issues such as self-plagiarism and group work on homework and/or tests
- Information about campus resources students can turn to if they need assistance in your course, including Student Academic Resource Center services such as Supplemental Instruction and academic tutoring, the University Writing Center, and the Math Lab
- A statement on student decorum in your course that encourages high-level discussions and discourages disrespectful comments (racist, ageist, sexist, classist, homophobic, or other offensive nature) that may occur in class discussions or written documents
- Statements about attendance or class participation if applicable.

Core Syllabus Statements

The following statements are standardized across all UCF syllabi and should be included in every syllabus. For further information about creating a syllabus, see <https://fctl.ucf.edu/teaching-resources/course-design/syllabus/>. This page also links to other statements and syllabus resources.

1. Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- d. Falsifying or misrepresenting the student's own academic work.
- e. Plagiarism: Using or appropriating another's work without any indication of the source, thereby

- attempting to convey the impression that such work is the student's own.
- f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
 - g. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity at <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" available at <http://wpacouncil.org/aws/CWPA/pt/sp/statements>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*, available at <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a

leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

2. Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning outcomes and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

3. Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review

the online version at <https://police.ucf.edu/emergency-guides>.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- All UCF students, faculty, and staff are automatically enrolled into the UCF Alert system. However, it's a good idea to frequently ensure your contact information is up-to-date. To do so:
 - Go to getrave.com/login/ucf
 - Log in using your NID and password
 - On the "My Account" tab, verify the information including your e-mail address and mobile phone number
 - Your UCF email address is listed by default; to add an additional email address, click the "Add" button
 - To edit your mobile phone number, click the "Edit" icon and follow all prompts for mobile phone verification
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their

course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- All UCF students, faculty, and staff are automatically enrolled into the UCF Alert system. However, it's a good idea to frequently ensure your contact information is up-to-date. To do so:
 - Go to getrave.com/login/ucf
 - Log in using your NID and password
 - On the "My Account" tab, verify the information including your e-mail address and mobile phone number
 - Your UCF email address is listed by default; to add an additional email address, click the "Add" button
 - To edit your mobile phone number, click the "Edit" icon and follow all prompts for mobile phone verification
- Students with special needs related to emergency situations should speak with their instructors outside of class.

4. Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

5. Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

6. Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Additional examples of syllabus statements may be found on the Faculty Center's website: <http://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>.

Final Exams

All UCF classes are expected to meet during the assigned final examination period, even if the course does not obviously lend itself to a final exam. The final exam period is included in the total hours of instruction required for the semester. Faculty members are expected to provide an explanation of their final assessment in each course syllabus, as well as to post the final exam date and time on the syllabus at the beginning of the semester.

Flexibility and Course Continuity

While it is generally best not to change course policies or substantially modify the grading scheme after the semester has begun, the schedule may change throughout the term, not only for unforeseen emergencies or weather-related campus closures, but also by instructor discretion in response to class dynamics. Accordingly, it is advisable to state in the syllabus and to remind students that the schedule is subject to change.

Sample statement: "This syllabus may be amended or modified in any way upon notice; changes would most likely affect the class schedule, so be sure to check the Webcourses@UCF calendar and announcements regularly or check with a classmate if you miss class."

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

Ordering Textbooks

All textbook and instructional materials adoptions at UCF must be submitted to the UCF Bookstore (affiliated with Barnes & Noble), even if materials are not required or they are available elsewhere (such as online or through the UCF Libraries). Check with your department if there is a central coordinator who reports textbook and instructional materials adoptions. If not, you may do it yourself: <https://sso.bncollege.com/bessp/bessso/saml/ucfedu/aip/logon>. Follow the instructions provided to submit the adoption for your courses. In order to comply with UCF regulation, the bookstore needs adoptions for all course sections even those not requiring textbooks or instructional materials no later than 60 days prior to the start of every term. UCF Connect Center instructors should check with the administration at the Connect Center location concerning the availability of providing books through the partner institution's bookstore.

If you need help deciding on a textbook, you may check with your department for their recommendations. You may also wish to develop a "coursepack" of photocopied material that you want students to buy with their books, which can also be accomplished through the UCF Bookstore. Per UCF Policy 4-405.2, instructors of record must supply one copy of all coursepacks to the UCF Bookstore prior to the start of class: <https://policies.ucf.edu/documents/4-405.pdf>. Submit your materials as early as possible; the processes of securing the copyrights and producing the packet can be lengthy.

If you plan to require students to purchase a textbook or other instructional material or coursepack for a course you are teaching that was written or co-written by you, or your relative, where you anticipate receiving royalties from the purchase, you will be required to report this in the online Report of Potential Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure (AA-21) and explain the action you took to mitigate the conflict of interest created. Mitigation actions include offering the materials to UCF students at reduced or no cost, or donating the royalties to a non-profit organization.

It is a good idea to verify at your campus's bookstore that your course materials have arrived before the first day of class. Note that the bookstore may not order enough books for each student in the class; they use a formula when deciding how many books to order based on your maximum enrollment. Keep this in mind as you plan, and stay aware of other outlets students can use for book purchases. In some cases, the bookstore also makes textbook rentals available for students.

Affordable Instructional Materials

To improve access and encourage affordability, the Florida Textbook Affordability Law advocates the adoption of open-access instructional materials by faculty whenever possible. At UCF, such resources and efforts to improve access and affordability fall under the Affordable Instructional Materials (AIM) Initiative. Some UCF-supported approaches to implementing and supporting AIM include adopting an existing open book to replace a traditional textbook; locating copyright-compliant, openly accessible course materials from trusted online collections such as OpenStax.org and Merlot.org; and using library-sourced e-books as one-to-one replacements of current textbooks.

For affordability information and initiatives at the university, see <https://provost.ucf.edu/initiatives/affordability/>. The AIM website at <https://digitallearning.ucf.edu/ilab/aim/> provides an

overview of the various approaches to improving affordability, and the UCF Libraries' pages at <https://library.ucf.edu/textbook-affordability/> and <https://guides.ucf.edu/OER> each provide resources for locating library-sourced materials and open educational resources (OER).

Each of the following four sections highlights a specific program or topic designed to support AIM at UCF. Their content is adapted from <https://pressbooks.online.ucf.edu/aimidworkflows/front-matter/introduction/> (originally written by James Paradiso, Aimee deNoyelles, John Raible, Denise Lowe, and Debra Luken) and is made freely available via a Creative Commons Attribution-ShareAlike 4.0 International License: <https://creativecommons.org/licenses/by-sa/4.0/>.

First Day

Commercial publishers and other for-profit entities are working with UCF to offer students discounts on educational content and/or courseware solutions. Currently, the initiative is focusing on implementing an inclusive access program through the UCF Bookstore called First Day.

Faculty participating in inclusive access programs will have their course materials available immediately to students during the first week of classes at a discounted rate until the add/drop deadline, at which time prices will revert to full retail cost (decided on by publishers and the campus bookstore)

Open Educational Resources

“Open Educational Resources are teaching, learning, and research materials that reside in the public domain or have been released under an open license that permits no-cost access, use, adaption, and redistribution by others with no or limited restrictions.” See <https://hewlett.org/strategy/open-educational-resources/>.

The Center for Distributed Learning and the UCF Libraries are working collectively to support faculty and students in two principal areas: adoption and creation/adaptation of OER.

Library-Sourced Materials

The UCF Libraries are working with faculty to identify library eBooks available as one-to-one replacements of course texts and resources. The library will check for eBook candidates that allow unlimited users and offer favorable digital rights management (DRM).

Affordability Counts

The Affordability Counts program, managed by Florida International University (FIU) and accessible at <https://affordabilitycounts.org/>, was created as a direct response to the increasing costs of textbooks in higher education. FIU Online's team established the initiative to recognize faculty who actively make changes to their courses in an effort to advance course material affordability across state universities and colleges.

Setting Up a Webcourse to Supplement Your Face-to-Face Class (Webcourses@UCF)

Webcourses@UCF is the learning management system at UCF. At the minimum, faculty use this tool to host their syllabi online and record academic activity in the first week of classes to document student engagement. Other faculty members integrate activities such as online quizzes, message boards, learning modules, and grade reporting more deeply into their courses.

The online component of your course is automatically created 10 days prior to the first day of the semester. If you would like it before that date, you may use the Faculty Webcourse Manager to request your course. Detailed instructions are provided on

the Webcourses@UCF Semester Checklist at <https://cdl.ucf.edu/teach/course/semester-start-guide/#1>.

If you are using the course for academic engagement purposes, be sure to publish your course the first week of class so students may complete the academic engagement assignment! Students cannot see your course until it is published. You can hide everything in your course except your Academic Engagement. If you need technical assistance with Webcourses@UCF, please contact Webcourses@UCF Support (<https://cdl.ucf.edu/support/webcourses/>), webcourses@ucf.edu, or 407-823-0407.

If you wish to teach a class that has reduced seat time or is fully online, formal training will be required. Speak with your department chair or see the section starting on page 85 to learn more about available faculty development.

Questions to Ask in Your Department

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

1. Has my paperwork been sent to Human Resources? (This is important because you cannot log in to the portal at <https://my.ucf.edu/> or <https://workday.ucf.edu> until your paperwork is done and a NID is created for you.)
2. Who in our department is responsible for PeopleSoft permissions? (You may need their help accessing myUCF and the class roster.)
3. If my NID isn't active yet, who can print out my rosters for me?
4. What is the login information for the instructor's computer in the classroom where I will be teaching? It is typically your NID and NID password. Check with

support personnel at UCF Connect Centers for local policies.

5. Will I be assigned a faculty mentor? How does our department handle mentoring for new faculty?
6. Where can I find our department's governance documents, annual evaluation standards, and tenure and promotion guidelines?
7. What is our department's procedure for reporting sick leave?
8. How many office hours per week should I hold?
9. Will I be issued keys for our department offices and/or building?
10. What are the departmental policies regarding overrides to fill a class beyond its standard enrollment cap?
11. How can I make photocopies for class?
12. Does our department or college provide instructional supplies like dry-erase markers?
13. Do we use Scantrons in our department? If so, which color? Where do we or our students get or buy them, and how do we grade them? Is there a reader in the department, or do we use the Test Scoring Services at <https://it.ucf.edu/our-services/test-scoring/>?
14. Does our department have a document or website explaining how my courses fit into the larger curriculum? (You'll want to pay particular attention to curricular goals and to what extent your class includes prerequisites or instills basic skills needed for courses further in the curriculum.)
15. Will I "inherit" a syllabus for my class, or perhaps several previous examples? Is it preferred that I customize the syllabus or leave it as received?
16. Are there department-specific policies that should be in every syllabus (e.g., about use of technology, Turnitin, etc.)? (See <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/> for several examples of standardized policy statements.)

17. Does the department have a recommendation about whether I should use plus/minus grading or flat grading?
18. When are department faculty meetings? Am I expected to attend?
19. Who does the textbook ordering for our department? What are our internal deadlines?
20. Will I receive a physical inbox/mailbox in the department?
21. Where can I find information about our department's travel approval and reimbursement procedures?
22. What is our department's policy regarding teaching at other universities or colleges while teaching at UCF?

Accessing Class Rosters

To download your class roster from myUCF, log in to the portal, click on "Faculty/Advisor Self Service" near the top left, and click on "Instructors."

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

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

We recommend that you use the gradebook in Webcourses@UCF to maintain grades during the semester;

however, if you maintain your gradebooks manually, take care that they remain on secure devices. The university requires that student records be protected against theft, especially when placed on a notebook computer or a USB flash drive. See the FERPA discussion in Section I of this book. Email security@ucf.edu for more information.

Printing Photos of Your Students

It is possible to view photos of students registered in your class (the photos come from their student ID cards, which are stored digitally). Some instructors like to print the page(s) of photos and bring them along to class to help learn student names. To print photos of your students:

1. Log in to Webcourses@UCF at <https://webcourses.ucf.edu>
2. Click “Account” in the left-hand menu and then select “Settings”
3. On the left-hand navigation menu, select “Class Photos”
4. Choose the class from your roster for which you would like to print photos
5. Select “Print” at the top of the photo grid.

Emailing Your Students

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

Note that student emails are listed in the format of xyz@knights.ucf.edu—this is known as Knights Email. All students must have a Knights Email account, which has been defined as the “campus address” in the PeopleSoft system that holds the university’s database of users. Faculty members are expected to use Knights Email addresses when contacting students, and not collect other email addresses from them. Most students have also become accustomed to checking their Webcourses@UCF classes regularly. Some instructors contact students using both systems. It is a good idea to remind students of all email policies in your syllabus. For further guidelines on email and student privacy, see page 16.

SECTION III

During the Semester: Resources for Managing Your Course

This section will provide you with a summary of some basic research about effective college teaching as well as resources and procedures you may need throughout the semester. If at any time during the term you face a challenge with which you want or need assistance, remember to reach out to your department chair or school director and/or to the Faculty Center. In one-on-one consultations, we can help you think through issues related to classroom management, teaching approaches, and more. If you are concerned (or excited) about something happening in your class and would like someone from our office to observe a session and provide you with confidential feedback, just ask. We can also bring a video camera to record a session for your review. Or perhaps you just want to connect with other faculty members to hear about their experiences and debrief your own—in that case, you can attend one of our workshops, teaching circles, or book clubs that take place throughout the year. Check out the other campus resources in Section V for more information about the support available to you.

Working With Students

Below you'll find information about working with students who are facing some kind of difficulty that may have an impact on their performance in your course. Several UCF offices provide support for both you and the student in these situations. If you see surprising or worrisome behaviors, or receive communication that concerns you, let your chair or director know and consider seeking assistance from one of the entities listed below. If you want advice on how to handle a specific student situation, contact the Faculty Center at any time.

For a general overview of student-facing information and resources, see Student Services at <https://www.ucf.edu/services/>.

Referring Students for Counseling and Psychological Assistance

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

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

- Marked nervousness, agitation, or irritability
- Inappropriately aggressive or abrasive behavior
- Excessive procrastination and/or poorly prepared work
- Marked decline in grades
- Pattern of infrequent class attendance, little or no work completed
- Apparent depression or lack of energy
- Marked change in personal hygiene
- Withdrawal, indecisiveness, and/or confusion

- Comments (written or verbal) that suggest thoughts about harming oneself, or any threats to another person
- Bizarre, alarming, and unusual statements, or evidence that a student is engaging in dangerous behavior.

If you find that you are concerned about a student, it is important to know that there are steps you can take and resources available to support you. We encourage you to speak directly to the student, if possible, and express your concern. UCF CAPS offers an avatar-based training program called Kognito that can help improve your skills on how to talk to a student in distress (link on CAPS main website page). We also want you to be aware of and seek consultation from Counseling and Psychological Services.

- UCF CAPS staff are available to provide consultation anytime from 8 a.m. to 6 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday during the fall and spring (open 8 a.m. to 5 p.m. during the summer). More information about CAPS can be found on their website at <http://caps.sdes.ucf.edu/>
- The CAPS phone number is 407-823-2811
- There is a CAPS staff member available at the Rosen College. This therapist can be reached by calling the main number above
- To reach their after-hours crisis line, call the CAPS number (407-823-2811) and press #5 to be connected to a counselor
- For emergency situations, call the UCF Police Department (**911**)
- If a student refuses to go to CAPS for an initial assessment, and you are concerned about this student, we encourage you to fill out a Student of Concern form on the Office of Student Rights and Responsibilities (Student Care Services) website at <http://scs.sdes.ucf.edu/concern>

- If you need help navigating a situation, please call CAPS at 407-823-2811 for a consultation
- There is more information about how to make a referral to CAPS or a community provider at <http://caps.sdes.ucf.edu/resources/referrals/>
- CAPS also has Therapist Assisted Online (TAO) treatment, which is self-help for students who are struggling with mild-to-moderate anxiety or depression, but not so severe that it impairs their functioning. This program can be helpful in giving some tools to manage their distress.

Please also refer above to page 30 for campus emergency procedures.

Making a Referral to CAPS

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

In speaking to the student about counseling, it is important to keep in mind some of the negative reactions a student may have to the idea and be ready to discuss them.

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

objective, sensitive, concerned listener, who is professionally trained.

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

1. Discuss services that CAPS offers and encourage the student to call
2. Explain that counseling is confidential and their file is protected by law and does not become part of their academic record
3. Offer to let the student call from your office right then, so that a public commitment will be made
4. If needed, or if there is any risk of harm to self, accompany the student to CAPS and provide the center with any necessary information. The CAPS staff will appreciate your calling ahead if the student is being brought over or sent directly so that plans can be made to have a counselor available. Due to confidentiality, front desk or therapist may not be able to share any information back to you without client written permission, but you are allowed to share anything with front desk or therapist
5. If the student shares any thoughts or feelings about wanting to harm themselves or another person, please call CAPS so that they can help you get the student to their services
6. If a student refuses counseling, but you are still concerned about the student's safety, call care services and/ or write a Student of Concern report (see Student Care Services section on page 68).

Although students can feel ambivalent or afraid to start counseling, many students feel comfortable after attending their first session. Generally, unless there is some immediate concern about the welfare of the student or other students, it is better to try to maintain your relationship with the student rather than to force a referral to CAPS. The idea can be brought

up again later if you continue to see a pattern of behavior. If you have any questions, contact Karen Hofmann, Director of Counseling and Psychological Services, at 407-823-2811 or karen.hofmann@ucf.edu, or ask for the Administrator on Duty.

UCF CARES: Identifying Students in Need

The university has a process in place for students in distress or students of concern. Please visit <http://cares.sdes.ucf.edu/> or <http://scs.sdes.ucf.edu/> to learn more about the Student of Concern process, what to look for, resources, and how to help. The Student of Concern form allows students, staff, faculty, and UCF community members to report concerning behavior exhibited by a student. It is our goal to intervene before the student reaches a crisis level. Examples of concerning behavior include, but are not limited to, a student exhibiting behavior significantly out of character, acting peculiar (in a way that causes alarm), displaying unhealthy or dangerous patterns of behavior, or continuing to seem distressed despite prior referrals.

Once a Student of Concern report is filed, it is sent to the case manager for review. The case manager will reach out to the student of concern to assess what resources would be beneficial to the student and collaboratively develop an action plan with the student to reduce obstacles to their success at UCF.

To access an online faculty training program module with a brief assessment, visit <http://cares.sdes.ucf.edu/employee>. The purpose of this module is to provide faculty and staff with an opportunity to learn more about identifying a student in distress and making referrals.

To consult with the case manager about a possible student of concern, call 407-823-5607 or email casemanager@ucf.edu.

Accommodating Students with Disabilities

Approximately 4–5% of students at UCF connect with Student Accessibility Services every year. While a seeming small number, these 4–5% of students are in 42–45% of courses offered every

semester and are taught by 75% of faculty teaching a course each term. UCF as a collective entity is responsible for ensuring access for disabled students. The primary goal should always be to create environments with access in mind from the outset. When necessary, accommodations may be warranted. The purpose of accommodations is to address the limitations of the environment where and when it is not accessible. Accommodations do not specifically support the limitations of the student.

The information below offers an introduction to some of the policies and procedures that govern how faculty should handle such situations. This information was provided by Student Accessibility Services at <http://sas.sdes.ucf.edu/>, Ferrell Commons 185, 407-823-2371.

Faculty and Student Responsibilities: Students with disabilities bear the primary responsibility of notifying the university about their requested accommodations. Students may discuss concerns with professors. When accommodations are necessary, it is often best for the student to connect with SAS first. SAS assesses the reasonableness of requests and facilitates accommodations when necessary. Course Accessibility Letters are emailed to faculty upon student approval. Reasonable course accommodations include recommendations in the accommodation letter and may also include other means of access based on professor ideas. The Course Accessibility Letter may not 100% align with the realities of the course design because SAS does not know the nuances of the course when each letter is emailed.

Faculty-Student Interactions: Dialogue between the student and instructor is essential throughout the term. The student's own suggestions, based on prior academic experiences, are valuable to facilitating accessible course instruction and assessment. The nature of the course is the biggest predictor in

determining the need for various access and accommodations. If professors have concerns about an accommodation, please contact SAS before denying the request so that all angles can be considered. Accommodations, especially ones written on a Course Accessibility Letter, should never be denied without first speaking with SAS.

Course Requirements: As a general rule, students with disabilities are expected to meet the same course requirements as all other students with or without accommodations. The purpose of accommodations, when facilitated, is to ensure equal access. Student success is never guaranteed and is never a reason to facilitate an accommodation. Even if an accommodation makes logical sense from a disability perspective, accommodations are often considered unreasonable if the accommodation fundamentally alters the course, its learning outcomes, its core experiences or the manner in which a student is assessed. Accommodations and disability-related support never allow a free-for-all where students can do as they please, such as attending class only when desired or submitting assignments only at times convenient for the student.

Testing and Evaluation: Depending on the disability, various testing accommodations may be needed, such as extended time, a test reader, a test scribe, a large-print test, or technology to provide access (video print enlarger or computer). Some faculty members utilize the testing service provided by SAS to coordinate these accommodations. Faculty members should apply the same standards to students with disabilities that they apply to other students in evaluating work and assigning grades.

The SAS team is willing to collaborate and consult with faculty members to determine the best way to remove barriers and coordinate accommodations. Please note that the purpose of

SAS is to advocate for an accessible educational experience. SAS is not a student advocacy resource. To reach an accessible educational experience outcome, SAS works with and supports students and faculty in the academic environment.

Inclusive Education Services

In Fall 2015, UCF embraced its commitment to inclusion by opening its doors to people with intellectual disabilities by launching Inclusive Education Services (IES). IES offers a non-degree college learning experience to students with intellectual disabilities and is pleased to be one of approximately 16 similar college programs in the state of Florida and an estimated 265 college experiences nationally.

IES is a unit within the Division of Student Development and Enrollment Services (SDES) and operates in partnership with the College of Community Innovation and Education. Upon successful completion of a 42-unit curriculum, students earn a Professional Services Credential through the Division of Continuing Education. The credential provides students with the opportunity to specialize in one of three concentrations: Hospitality, Early Childhood Education, and Social Services. These areas align with the highest job growth fastest hiring industries in Central Florida based on recent employment outlook data.

Each concentration within the Professional Services Credential includes academic courses, including courses that the students audit with degree-seeking UCF Students, on-campus work experiences and a capstone community internship. At UCF, students also have the opportunity to live on campus and to participate in most student activities, opportunities and resources, such as attending football games, working out at the Recreation and Wellness Center, and participating in one of UCF's 700+ student clubs and organizations.

The purpose of the full campus experience is to promote the participants' subsequent gainful employment in a vocational area of interest. The ideal post-completion work opportunity

will offer the student greater opportunity and pay than would have been possible without attending IES. National data indicates that students with intellectual disabilities attending an IES-type of experience are employed at a 40–45% rate, which is higher than the current national average of 17–20%.

For more information about IES, please visit the website <http://ies.sdes.ucf.edu/>. Additional questions should be directed to Adam Meyer, Director of Inclusive Education Services, at adam.meyer@ucf.edu.

Advising Students

Faculty Advisors

Faculty members are regularly asked to advise students on planning a course of study. If you need access to the advising functions in the myUCF Portal (under Faculty/Advisor Self Service) and do not have them, speak with your department chair.

Faculty roles as advisors may include:

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

In some departments and colleges, academic advising for undergraduates is conducted primarily by professional advisors (staff who may or may not be part of your department). Each undergraduate student in a declared major has a college advising office assignment, a list of which can be viewed at

<https://academicsuccess.ucf.edu/ssa/advising-offices/#college-advising>. Each college has its own structure for how the professional or faculty advisors in the schools and departments will support students on their path to graduation. Undeclared students, or those exploring majors, will work with the Knights Major Exploration and Transition Center (<https://academicsuccess.ucf.edu/kmetc/>). Additional support for Student Athletes, University Honors, EXCEL, COMPASS, and for students pursuing pre-health or pre-law is provided by additional supplemental advising offices. Contact information for advising offices can be accessed at <https://academicsuccess.ucf.edu/ssa/advising-offices/>. If you have questions about advising procedures or degree requirements, contact your college advising office or department advisor for assistance.

Additional academic advising and student success resources can be found on the Student Success and Advising (SSA) website at <https://academicsuccess.ucf.edu/ssa/>. Student Success and Advising centrally coordinates training and professional development for the UCF advising community. SSA facilitates streamlined communication on relevant resources, technology, and data to support the advising community. High-quality and consistent resources are created that support both academic advisors and students.

UCF Career Services

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

Career Services offers such resources as:

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

Faculty members may also request a Career Services speaker to conduct in-class workshops or information sessions as part of Career Services Outreach, UCF's cocurricular program designed

to bring professional development information to students in their classrooms. Contact information can be found online: <http://career.ucf.edu/contact/> and faculty can request a speaker by completing an online form: https://ucf.qualtrics.com/jfe/form/SV_cu2haAStLj7BFA1.

Promoting a Culture of Academic Integrity

As members of the academic community, we are entrusted to embody the principles and behaviors of ethical scholars and to pass those on to our students. Academic integrity informs our teaching, mentoring, research, and service. UCF is committed to promoting a culture of academic integrity, and it is expected that faculty, administrators, staff, and students will work together to meet our personal, professional, and social responsibilities.

To assist in the communication of our expectations, the UCF Golden Rule addresses student rights and responsibilities and informs faculty members about the processes related to academic integrity and other types of student conduct concerns. Students are bound by the Golden Rule, which includes codes of conduct that extend even to off-campus and after-hours activities. Some elements of the Golden Rule also apply to faculty members, such as the requirement to report academic dishonesty if you become aware of it. The full Golden Rule can be read online at <http://goldenrule.sdes.ucf.edu/>.

The academic misconduct reporting form requires information about the course, academic consequences issued by the instructor, and a description of the incident. Student Conduct and Academic Integrity will review each incident report submitted and follow up with the instructor. As of Summer 2016, the form no longer includes the option “Documentation Only” or “Initiate the Student Conduct Process.” Additionally, it no longer requires signatures from the Dean, Chair, instructor, and student. Student Conduct and Academic Integrity will review each incident report submitted and follow-up with the instructor. More information regarding the process for these

matters can be found at <https://scai.sdes.ucf.edu/>, or by calling Student Conduct and Academic Integrity at 407-823-4638.

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

Academic Action, Taken by Instructor, Chair, or Dean of College

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

Program Action

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

Conduct Review Action, Taken by Student Conduct and Academic Integrity

1. Warning
2. Probation
3. Suspension (permanent conduct record with UCF)
4. Expulsion (permanent conduct record with UCF)
5. Z Designation

Z Designation for Academic Misconduct

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

Please note that the Z designation is part of the Student Conduct Process, which may include additional sanctions, such as a disciplinary warning, disciplinary probation, disciplinary suspension, or expulsion, but that the Student Conduct and Academic Integrity must be involved when academic misconduct is reported.

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

iThenticate

The university requires all students submitting a thesis or dissertation as part of their graduate degree requirements to first submit their electronic documents through iThenticate for advisement purposes and for review of originality. The thesis or dissertation chair is responsible for scheduling this submission to iThenticate and for reviewing the results from iThenticate with the student's advisory committee. The advisory committee uses the results appropriately to assist the student in the preparation of their thesis or dissertation.

Before the thesis or dissertation may be approved for final submission to the university, the student's committee chair must indicate completion of the Review for Original Work requirement (<https://graduate.ucf.edu/graduate-guide/advising-thesis-and-dissertation-students>) by signing the student's Thesis and Dissertation Approval Form at Thesis and Dissertation Services (https://apps.graduate.ucf.edu/ETD_Student_Services/).

Turnitin.com

To assist instructors in deterring and detecting plagiarism in their classes and in Honors in the Major projects, UCF has purchased an institutional account with Turnitin, an online system that instructors can use to quickly and easily compare each student's document to websites and many journals and publications, as well as an extensive database of student papers that grows with each submission. After submitting the paper or asking a student to do so through the online system, an instructor receives a report that states whether and how another author's work was used. Turnitin is already integrated into the assignment tool within Webcourses. To enable Turnitin for an assignment, edit the assignment settings and choose "More Options." If you need to create a Turnitin report for an Honors in the Major thesis or for uses outside of Webcourses, staff at the Faculty Center are available to meet with you to set up an account.

Traumatic Events

Although rare, traumatic incidents (such as shootings, bombings, or other violent acts) can occur during the semester, and it is important for faculty to prepare for teaching after such events. Significant research has been conducted on valued practices for teaching in such situations. Experts suggest that faculty members begin by acknowledging their own emotions, gathering relevant information, and planning appropriate classroom activities.

During class, it is recommended to model calm and controlled behaviors, use gentle language, and maintain routines as much as possible. However, faculty members should be prepared to exercise flexibility by adjusting course schedules or by temporarily limiting their expectations for student performance. In addition, it may be useful to limit distractors by encouraging students to engage in the lesson (instead of watching news reports, texting their friends, or posting to social media). It is likely that students will wish to discuss the event in class, so if possible, prepare yourself by organizing a debriefing session in which you provide accurate information and a space for students to express their concerns. It is often useful to employ active listening skills, but do not attempt to offer counseling services to students. Instead, refer students to other campus resources listed below. Last, take some time to review campus safety policies and procedures so that you (and your class) are prepared in the event of a traumatic incident.

Some campus resources available for traumatic events include the following:

- UCF Emergency Management
(<https://police.ucf.edu/emergencymanagement>)
407-882-7111
- UCF Alert
(<https://police.ucf.edu/ucfalert>) 407-882-7111
- UCF Police Department
(<http://police.ucf.edu/>) 407-823-5555

- UCF Victim Services
(<http://victimservices.ucf.edu/>) 407-823-2425
- UCF Health Services
(<http://shs.sdes.ucf.edu/>) 407-823-2701
- UCF RESTORES (<https://ucfrestores.com/>) 407-823-3910
and Psychology Clinic
(<https://sciences.ucf.edu/psychology/psychclinic/>) 407-823-4348
- UCF Counseling and Psychological Services
(<http://caps.sdes.ucf.edu/services>) 407-823-2811
- UCF Student of Concern process and form
(<http://scs.sdes.ucf.edu/concern>) 407-823-5607.

Recording and Communicating Grades to Students During the Semester

For posting grades for assignments, quizzes, exams, and so forth during the semester, instructors are encouraged to use the Webcourses@UCF Gradebook. This tool is secure and FERPA-compliant, and allows students to see only their own records.

Important Features

- If you elect to use Test Scoring Services to process Scantron tests (note: this is not required, especially if your department has a Scantron machine), the Scantron results will be uploaded automatically to your Webcourses@UCF section. You will then need to log in to your section and “unmute” the Gradebook column that contains the Scantron results so that students can see their grades
- You can upload other grading events yourself or edit and adjust individual grades online
- Official rosters auto-populate the Webcourses@UCF Gradebook; you will not be able to add or delete students in your course

- It is possible to upload and download grades and grading events to and from the Gradebook using comma-delimited (.csv) files.

The Webcourses@UCF Gradebook communicates *unofficial* grades to students. The process for recording final grades is described in Section IV.

Test Scoring Services

Instructors may use the free ScanTron scoring services from UCF IT if they are utilizing the raspberry-colored ScanTrons (which must have the UCF logo on it) in their classes. Test results will be automatically uploaded to Webcourses@UCF, with a turnaround time of no more than two days. Visit the Test Scoring Services website for information and required forms: <https://it.ucf.edu/our-services/test-scoring/>.

Online Teaching

Online teaching at UCF is administered by the Center for Distributed Learning (CDL). There are three primary online teaching strategies, each indicated by course modality codes: fully online asynchronous instruction (W modality), mixed online instruction (M or RS modalities), and fully online video-based instruction (V modality). The RS modality is an M derivative with in-person class meetings limited to no more than 20% of the class time. Additionally, the M, RS, and V modalities are further distinguished by the presence of course attributes. The **Live** attribute indicates that the online instruction will be primarily synchronous video class meetings, and the **Flexible** attribute indicates asynchronous instruction without scheduled class meetings. See “Types of Courses at UCF” at <https://cdl.ucf.edu/modalities/> for the full definition of UCF course modalities and attributes. CDL provides training, credentialing, and support for faculty seeking to teach in the web-based or video modalities.

CDL also provides support for the development and delivery of personalized adaptive learning (PAL) technologies within courses in both online and face-to-face modalities. PAL delivery platforms, such as Realizeit, provide tools to assess and recognize existing student competencies, and to provide customized assistance to address knowledge gaps that students might demonstrate. PAL course sections have a PAL attribute in Peoplesoft and are part of the class schedule so students are informed of the adaptive course features.

Requesting a Course

The Webcourses@UCF course section for most UCF courses is automatically created 15 days prior to the first day of the semester. You may request your Webcourses@UCF section earlier by using the Faculty Webcourse Manager (FWM) in [myUCF](#). If you have not met the training/credentialing requirements for the course modality (e.g., IDL6543 for W and M mode courses), your course(s) will not be automatically created and you will be unable to request them. For assistance in using FWM, visit <https://cdl.ucf.edu/teach/course/semester-start-guide/>. Contact Webcourses@UCF Support for help or with any questions: webcourses@ucf.edu or 407-823-0407.

UCF Online

CDL is the founder of the UCF Online initiative. UCF Online offers dozens of degree and certificate programs that can be completed online. Students in a UCF Online program may be enrolled in any of UCF's online courses but may not enroll in campus classes with scheduled face-to-face meetings. They are exempt from some campus-based fees and are restricted from the corresponding campus-based services such as the Recreation and Wellness center and Student Health Services. UCF Online students do have access to all academic and support services such as financial aid, advising, library services, and career services. UCF Online students also have the support of a dedicated staff of success coaches specifically trained and enabled to meet the needs of students without regular access to UCF's physical campuses. If you are to teach a fully online

class, you are likely to have both campus-based and UCF Online students enrolled in the same sections. See <https://www.ucf.edu/online/> for more information. The UCF Online status of students is visible in your class roster.

Resources

- Center for Distributed Learning, <http://cdl.ucf.edu/>, 407-823-4910
- Webcourses@UCF Support, webcourses@ucf.edu, 407-823-0407 (technical support)
- Webcourses@UCF Support documentation, <https://cdl.ucf.edu/support/>
- Teach Online, <https://cdl.ucf.edu/teach/> – Resources for online faculty
- CDL Services, <https://cdl.ucf.edu/services/>
- Professional Development

Professional Development

CDL offers several types of professional development and training (see <https://cdl.ucf.edu/prof-dev/>).

Essentials of Webcourses@UCF – Essentials of Webcourses@UCF is a self-paced, just-in-time online training course for anyone who wishes to learn the tools and functionality of the university’s learning management system (LMS), Canvas by Instructure. This comprehensive professional development course consists of a series of interactive tutorials on how to use Webcourses@UCF. To enroll, visit <https://cdl.ucf.edu/teach/professional-development/essentials/>.

ADL5000 – ADL5000 is a non-credit, online course for faculty who want to teach an **existing** online (W) or blended (M) course. The course is self-paced, and you may begin at any time. Completion of Essentials of Webcourses@UCF is a prerequisite for ADL5000. If you are interested in participating in ADL5000, contact your

department chair. If you need to develop an original W or M course, you must complete IDL6543.

IDL6543 – IDL6543 is for faculty who want to **design and deliver an *original*** fully online (W) or blended (M) course. The purpose of IDL6543 is to equip faculty with the tools and skills needed to comply with the Principles of Good Practice for the Southern Association of Colleges and Schools (SACSCOC) distance learning accreditation requirements. The course focuses on the pedagogy and logistics involved in teaching online at UCF. If you would like to participate in IDL6543 in an upcoming semester, start the conversation with your department chair.

If you have experience teaching online at another institution, discuss your experience with your department chair. Your chair may contact Bob Reed, Director of UCF Online Ops, rgreed@ucf.edu about a review of your previous experience and waiver of the IDL 6543 requirement.

PAL6000 – PAL6000 is a self-paced course offered every semester to design and facilitate an adaptive course using Realizeit. PAL6000 is designed to provide information related to pedagogical, logistical and technical aspects of teaching adaptive courses. If you are teaching a W, M or RA course, IDL6543 must be completed before enrolling in PAL6000. To register for PAL6000, send a message to PAL@ucf.edu.

Panopto Essentials – Intended for faculty with prior asynchronous online teaching credentials, this is a self-paced experience for faculty who want to incorporate the video lecture capture platform, Panopto, into their online course. The time commitment for completion is 2-4 hours and self-enrollment is available at <https://cdl.ucf.edu/teach/professional-development/panopto-essentials>.

Zoom Essentials – Intended for faculty with prior asynchronous online teaching credentials, this is a self-paced experience for faculty who want to use the LIVE course modality attribute and Zoom. The time commitment for completion is 2–4 hours, and self-enrollment is available at <https://cdl.ucf.edu/teach/professional-development/zoom-essentials>.

Teaching with Video – This self-paced professional development course for faculty who wish to teach in a video-streaming modality and have course content appropriate for video lecture capture. The program is a UCF prerequisite for delivery of an exclusively video-streamed course (V). Visit “Types of Courses at UCF” at <https://cdl.ucf.edu/modalities/> for the full definition of UCF course modalities.

If you are interested in participating, please ask your department chair to send a request to Dr. Beth Nettles at Beth.Nettles@ucf.edu.

Faculty Seminars in Online Teaching – These stand-alone seminars are offered periodically for collegial dialogue around best practices in online teaching. They are co-presented by the Center for Distributed Learning and members of the UCF teaching faculty. While this series is designed for continuing development of online faculty, all members of the UCF community with an interest in online teaching are invited to participate. New and archived seminars are available at <https://cdl.ucf.edu/teach/professional-development/faculty-seminars>.

SECTION IV

At the End of the Semester: Posting Final Grades and Reflecting on Your Teaching

Posting Final Grades

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

Timeline

Online grading is available only at the end of the term. Usually, the grade roster icon appears in the faculty view of the class roster on the evening before the start of the final examination period.

Online Final Grade Form

One method available for inputting grades into the final grade form on myUCF is manual entry. Our web tutorial provides step-by-step guidance through the process here: <https://fctl.ucf.edu/campus-resources-for-teaching/instructional-technology-support/#grades>.

Import From Webcourses@UCF Into myUCF

A second way to enter final grades is to import grades stored in Webcourses@UCF into the myUCF interface. In order to use this method, certain settings in Webcourses@UCF must be enabled. For more information, follow the instructions listed here: <https://fctl.ucf.edu/campus-resources-for-teaching/instructional-technology-support/#grades>.

Incomplete Grades

Sometimes a student has completed and passed most of the work required for a class but then encounters a problem that prevents completion of the course. In this case, an instructor may wish to assign a grade of “Incomplete” (designated as an I on the transcript). This choice is at the instructor’s discretion. If you decide to assign a grade of incomplete, you must complete an I Grade Form that can be accessed from the same window as your end-of-semester grade roster in the myUCF portal.

If possible, you should discuss the I grade with the student prior to submitting the form. In the form, you must briefly describe the reason for the student’s inability to complete the course. You must also list the items that the student needs to complete, the deadline for completion of the work, and the letter grade that the student will receive if the work is not completed by the deadline. Once the student has submitted the required items, or the deadline has passed, you will need to file a change of grade form with your department chair.

Once you submit the online form, the student automatically receives electronic notice and must acknowledge receipt in the myUCF portal. You will then be able to see that the student has acknowledged receipt of the form and the date of the acknowledgment. If the student finds the incomplete grade inappropriate or disagrees with the terms, the student has two weeks from the date the form was completed to contact you. Students must resolve any outstanding I grades within one year of the last day of the term attempted or before the end of their graduating semester (whichever comes first), or a permanent F grade will be posted that cannot be changed after the date of graduation.

Changing Grades

Sometimes it may be necessary to revise a student's grade that has already been submitted. If you need to fill out an online grade change form, you can do so through myUCF. Grade change forms are used for two purposes: 1) to record a correction in an erroneous final grade and 2) to document that a student has completed the required work for an "Incomplete" grade.

Instructions for completing the online form can be found on the UCF Registrar's website at <http://registrar.ucf.edu/resources>. Below is some of the information you will need as you complete the form.

Search Criteria

When searching for a student, you can fill out one or multiple fields. To lookup the Term, click on the magnifying glass and click "Look Up." This will bring up a list of all terms. As a reference, here are examples of term codes.

Term Description	Term Code
Fall 2021	1730
Spring 2022	1740
Summer 2022	1750

If you search using the term code only, this will bring up a list of all of the students in your classes from that term. You can sort by last name by clicking on "Last Name" in the list of students. Clicking on the student's name will bring up a grade change form for that student.

Grade Change Reason

You have to enter one of four preset Reason Codes in this field. You will elaborate on the reason for the grade change in the "Detail Reason For Change" box.

Reason Code	Description
GE	Grading Error

IE	Instructor Error
OE	Other Error
WS	Work Completed by Student

Submit

Once you submit the form, it will automatically be sent to your department chair for approval.

For Further Assistance

Contact the Registrar's Office (grades@ucf.edu; 407-823-3100) for online grading assistance regarding issues such as missing rosters or missing students, and for questions about policy. Contact the Faculty Center (fctl@ucf.edu; 407-823-3544) for questions about how to use the tools for online final grade submission.

Reflecting on Your Teaching

The Faculty Center philosophy is that no matter how long one has been teaching, there is always room for improvement and growth. That is why our programming and services are designed to target all levels of faculty experience and expertise. Faculty members who succeed at UCF will be able to demonstrate their excellent performance as instructors in numerous ways. Below is the language in the Collective Bargaining Agreement as of December 2015 regarding evaluation of teaching (for all UCF colleges except the College of Medicine). Note that it suggests a number of elements that should be considered in this process.

From Article 10, Section One: Annual Evaluations
10.1.d(1)

(1) Teaching effectiveness, including effectiveness in imparting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, workshop, practical experience, student perceptions of instruction,

assessment of and engagement with student work, and direct consultation with students.

(i) The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, effective student performance evaluation procedures, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The learning outcomes of each course, the means of assessing learning outcomes, and the outcomes of the assessment should be assessed as part of the teaching performance.

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

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

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

In-unit faculty also may want to refer to their department Annual Evaluation Standards and Procedures. These documents contain information on what specific activities the evaluator(s) will expect from the faculty member.

The Faculty Center encourages faculty members to take advantage of multiple opportunities for ongoing assessment and evaluation of teaching, including collaborating with colleagues to observe each other's classes or creating a teaching

portfolio that includes a wide range of evidence of faculty performance and student learning. Our staff and your department and college colleagues can help you get started with these activities.

Faculty Center staff members will conduct observations of courses in any modality at the faculty member's request. Our feedback is descriptive rather than evaluative, but we will work with you to discuss any aspect of your teaching you'd like to experiment with or improve.

Student Perception of Instruction

One important element of teaching evaluation at UCF is the Student Perception of Instruction (which you may see abbreviated as SPI or SPoI). At the end of each term, students have the opportunity to complete this form for each class in which they are enrolled to provide feedback about their learning experience. The form is electronic, and faculty members will receive information by email about its availability.

The Student Perception of Instruction form includes 11 total questions, which are available for review at <https://fctl.ucf.edu/campus-resources-for-teaching/instructional-technology-support/#spoi>. After course grades have been submitted, each faculty member will receive results with comparative analysis based on the level of the course, class size, department, and college for all their evaluated courses. We recommend that you speak with your department chair to learn how these results may be used in annual faculty evaluations, or stop by the Faculty Center to discuss how to use this information productively.

Some faculty members are concerned that their students will not complete the evaluation forms because they are administered online. To help ensure their completion, we recommend that you send your classes the student-centered instructions on the Faculty Center website at https://fctl.ucf.edu/wp-content/uploads/sites/5/2019/04/student_instructions_for_accessing_and_completing_spi_forms

[.pdf](#). For answers to frequent student questions about the SPI, visit: <https://it.ucf.edu/wp-content/uploads/sites/3/2017/03/StudentSPI.pdf>. For answers to frequent faculty questions about the SPI, visit: <https://it.ucf.edu/wp-content/uploads/sites/3/2017/04/FacultySPI.pdf>.

Below are some strategies that may help maximize student response rates on evaluations:

- Remind students when the evaluations are available and share the instructions referenced above with them to ensure that they understand how to access and complete the forms
- Include a reference to the evaluations in your course schedule to help students focus on the goal of completing them at the end of the term
- Explain to students why evaluations are administered, and how you and others on campus will use the information provided in them
- Create an atmosphere of mutual respect and engagement in which students will believe that their feedback will be considered and valued
- Consider sharing examples of changes you've made in your course as a result of student suggestions to motivate students to respond productively
- Consider putting a date on your syllabus when students can bring in their laptops or tablet devices and complete their evaluations at the beginning or end of class while you are out of the room
- Check with your department about the option of adding supplemental questions to the evaluation form.

Faculty Perception of Instruction

One useful way to reflect on and record details of your own teaching is to use the Faculty Perception of Instruction form developed by the UCF Faculty Senate. The form provides an opportunity to document and contextualize instructional experiences each semester before receiving the SPI results.

Faculty members can complete the form for each of the classes taught in the semester and can store the files for their own future reference and planning purposes. Faculty responses can be compared with student responses to assist with interpretation of SPI results. Faculty members have the option to share their Faculty Perception of Instruction with their chair or others. Participation is completely voluntary. Download the form at <https://fctl.ucf.edu/wp-content/uploads/sites/5/2019/04/facultyperception.pdf>.

Retention of Student Records

Florida's General Records Schedule GS5 specifies retention requirements for records commonly created and/or maintained by public universities and colleges. In the case of assignments leading to a course grade, including nonstandardized tests and class projects, GS5 mandates retaining such items for one semester following the grade appeal deadline. At UCF, this deadline is one semester following assignment of the course grade, meaning items should be retained for two full semesters following completion of the course. Download the GS5 Schedule from the Florida Department of State: <http://dos.myflorida.com/media/693588/g505.pdf>.

SECTION V

Faculty Development and Support

UCF offers a wide network of faculty support resources. If you are unsure about whom to ask for assistance, contact the Faculty Center at 407-823-3544 or fctl@ucf.edu.

Technology Support

Universitywide Technology

Some technology support is administered at the university level:

- Grade submission (final/official): Registrar (407-823-3013) <http://registrar.ucf.edu> for problems; Faculty Center (407-823-3544) for the tutorial <https://fctl.ucf.edu/campus-resources-for-teaching/instructional-technology-support/#grades>
- myUCF (portal): UCF IT (407-823-2711) <https://it.ucf.edu/>
- Outlook (Email): UCF IT (407-823-2711) <https://it.ucf.edu/>
- Password Resets: UCF IT (407-823-2711) <https://mynid.ucf.edu>
- UCF IT Support Center (407-823-5117) <https://ucf.service-now.com/ucfit>
- Software Help (MS Office, Photoshop, Camtasia): Office of Instructional Resources (407-823-2571) <https://oir.ucf.edu/>
- Student Response Clickers: Faculty Center (407-823-3544) <https://fctl.ucf.edu/teaching-resources/teaching-strategies/classroom-response-systems/>
- Surveys (Qualtrics): Webcourses@UCF Support at Center for Distributed Learning (407-823-4910) <https://cdl.ucf.edu/support/>
- Test Scoring: UCF IT (407-823-5493) <https://it.ucf.edu/our-services/test-scoring/>

- Turnitin.com (plagiarism detection): Faculty Center (407-823-3544) <https://fctl.ucf.edu/campus-resources-for-teaching/instructional-technology-support/#originality>
- Webcourses@UCF: Webcourses@UCF Support at Center for Distributed Learning (407-823-4910). To receive training for first Webcourses@UCF use, email webcourses@ucf.edu
- Webmail (Outlook): <https://webmail.ucf.edu>

University faculty and staff are expected to adhere to information security guidelines regarding the handling and security of sensitive information. UCF IT offers a webpage on this information: <https://infosec.ucf.edu/awareness/faculty-staff-security-guidelines/>

College Support

Your first stop for technology-related questions on the main campus and at UCF Downtown, including computer logins, video equipment, laptops, and projectors, should be the UCF IT Support Center: 407-823-5117 or itsupport@ucf.edu. Visit <https://ucf.service-now.com/ucfit> to see reporting and request options online.

UCF Connect Centers

Faculty members teaching at UCF Connect Centers should address technology questions to the local tech-support office:

- Cocoa 321-433-7814
- Daytona Beach..... 386-506-4073
- Rosen College 407-903-8065
- Sanford/Lake Mary 407-708-2855
- South Lake 352-536-2110
- Valencia East..... 407-582-2318
- Valencia Osceola..... 321-682-4190
- Valencia West..... 407-582-5660

Faculty Resources

The offices and organizations below provide direct support to faculty.

Center for Distributed Learning (CDL)

Executive Director: Dr. Kelvin Thompson

Orlando Campus: Research Park: Digital Learning Center, 12351 Research Parkway, P. O. Box 162811, Orlando FL 32826-2811

407-823-4910

Web Address: <https://cdl.ucf.edu/>

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

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

skills or comfort with media production. CDL will work with faculty to help them produce their own material or will create original media on their behalf. CDL's production services include course programming, graphics, interactive exercises, games/simulations, animations, and video with on-location and full studio capabilities.

- **Technical Support:** Once a course has been designed and developed, CDL offers support throughout its delivery. Specialized technical support is provided to faculty and students to ensure a successful course experience.
- **Assessment:** The Research Initiative for Teaching Effectiveness (RITE) supports UCF faculty in formulating and implementing research on effective teaching practices in higher education. This research is used to inform CDL's policy formation, faculty development, course design/development, and technical support functions.
- **Online Course Quality Reviews:** CDL offers reviews for faculty teaching online courses. These reviews are intended for continuous improvement and explore course components proven to be best practices in online course design. See <https://cdl.ucf.edu/services/instructional/ucf-quality-initiative/>, or contact Dr. Wendy Howard for more information.

Faculty Center for Teaching and Learning

Director: Kevin Yee

Classroom Building I, Room 207, 407-823-3544

Web Address: <https://fctl.ucf.edu/>

The Faculty Center staff and resources support your success at UCF, offering many programs that are co-designed with faculty to provide opportunities to:

- Improve the effectiveness of your teaching
- Meet and share ideas about increasing student engagement and preparing students for their future lives and careers
- Develop course and program materials
- Learn about innovative pedagogies and classroom technologies
- Develop research and professional enrichment plans.

Faculty Excellence

Vice Provost: Jana L. Jasinski

Millican Hall, Suite 331, 407-823-1113

Web Address: <http://facultyexcellence.ucf.edu/>

Faculty Excellence supports and strengthens faculty through recruitment, development, and retention of outstanding scholars and educators. It promotes the growth of academic leaders through professional development programs and initiatives designed to strengthen the university's collective faculty who advance its mission of discovery, learning, and engagement.

Faculty Excellence leads campus-wide initiatives for faculty professional development by:

- Focusing on inclusive excellence in all disciplines and providing resources to recruit world-class

scholars, academic partners, and under-represented faculty;

- Administering programs that support professional development and advancing leadership skills;
- Improving workplace experiences by focusing on priority areas identified by faculty in the COACHE faculty satisfaction survey;
- Facilitating the promotion and tenure process and providing resources and workshops to help faculty build promotion or tenure dossiers and manage expectations;
- Recognizing and rewarding faculty through awards that promote teaching, research, and service;
- Implementing policies, procedures, and initiatives that allow faculty to successfully balance professional and personal responsibilities throughout their career.

At all career stages, Faculty Excellence provides faculty with programs and resources to support professional growth.

Faculty Multimedia Center

Interim Manager: Beth Nettles

Classroom Building I, Room 202, 407-823-0519

Web Address: <https://cdl.ucf.edu/support/fmc/>

The Faculty Multimedia Center (FMC) is UCF's media production facility dedicated to faculty and their needs. Located in Classroom Building I, Room 202, the FMC is currently home to media production workstations, two Lightboards, podcasting resources, 360-degree cameras, virtual tour software, video editing software, virtual appointments for assistance with video collaboration tools like Zoom, a high-speed document scanner, and media digitization resources. You can also schedule to have a professional photo taken for use on a website or

for publications, or to document research or creative work. The FMC went through a major redesign in 2021 and added the following: 3D printers, VR headsets, VR capable computers, an active learning workshop space, 2 Lightboards, and more collaboration spaces. If you'd like to get up to date with FMC activities, check the [announcements page](#) regularly. If you have any questions about media technology at UCF, check out the [Media Technology Guide for Teaching](#).

Faculty Senate

Chair: Dr. Stephen King

407-823-0318

Web Address: <https://facultysenate.ucf.edu/>

The UCF Faculty Senate is the basic legislative body of the university. Embedded in UCF's legal structure is the realization that the university can function properly only when goodwill is nurtured and maintained by the president, administrators, and faculty. The Faculty Constitution establishes the means for faculty participation in university governance.

UCF faculty members are represented by the Faculty Senate, which consists of 75 senators who are elected by each academic unit of the university. The senate is the primary voice of the faculty and serves as the main channel of communication between faculty members and administration. It is an advisory body to the president and provost and, as such, participates in shared governance.

Senate committees provide input into multiple issues that affect faculty including overseeing graduate and undergraduate curriculum, reviewing university policies, and contributing to the development of the strategic priorities of the university. Senate leaders meet informally on a regular basis with the provost and other members of the administration to discuss issues and

find informal solutions when appropriate. The senate may also pass formal resolutions to express a stand on issues or call for action. Examples of recent resolutions that have contributed to improvements in faculty life at UCF include the extension of a research seed money program, implementation of a faculty exit and stay interview process, and the development of five-year review process for faculty facing vice presidents and vice provosts. For details regarding senate committees, refer to <https://facultysenate.ucf.edu/committees/>.

You don't have to be a senator to serve on senate committees. If you have questions or issues you think the senate should address, or would like to learn how to become involved, contact the Faculty Senate office at FacultySenate@ucf.edu.

For details regarding the Faculty Senate, visit <https://facultysenate.ucf.edu/>. The website provides information regarding your college senators and the senate officers, all senate committees, archived minutes, and resolutions. Faculty Senate meetings are held once a month during the fall and spring terms; the agenda and minutes for each meeting are posted on the website one week prior to the meeting.

Office of Diversity and Inclusion (ODI)

407-823-6479

Web Address: <http://diversity.ucf.edu/>

The Office of Diversity and Inclusion (ODI) was established to support UCF's diversity, equity, and inclusion goals. A university-wide partner, ODI collaborates with administrators, faculty, staff, and students to promote inclusive excellence in all facets of the teaching and learning environment. The office is nationally recognized by INSIGHT into Diversity as a multiple recipient of their prestigious "Higher Education Excellence in Diversity" (HEED) Award and strives to make UCF a leading institution in diversity, equity, and inclusion.

ODI offers a number of faculty resources, including:

- Diversity Education Certificate Programs
- Diversity education and training on a variety of topics such as Developing Culturally Responsive Courses, Examining Disability Barriers, and Inclusive Teaching Pedagogy
- Classroom presentations on a range of topics such as Inclusive Communication, Microaggressions, and LGBTQ+ 101
- Assistance in developing diversity-related protocols for research projects and special programs
- Departmental meetings on how to best support marginalized populations
- Consultations for departments or faculty who are interested in partnerships and funding opportunities related to UCF's Hispanic Serving Institution (HSI) identity.

The Office of Diversity and Inclusion also provides cohort-based leadership programs for faculty and staff such as the UCF Leadership Empowerment Program

(LEP) and Seeking Educational Equity and Diversity (SEED) Project; as well as opportunities to serve as mentors for students participating in the LEGACY or CREAR Futuros mentoring programs. For more information on the Office of Diversity and Inclusion, please e-mail us at diverse@ucf.edu.

Office of Instructional Resources (OIR)

Director: Dr. Don Merritt
Classroom Building I, Room 203, 407-823-2571
Web Address: <https://oir.ucf.edu/>

The Office of Instructional Resources (OIR) supports the academic, research, and administrative goals of the university by utilizing multimedia, interactive, and digital media resources.

OIR is the audio/video integrator for the university. OIR provides classroom design and support as well as collaboration resources. OIR can also provide consultations to determine the most appropriate AV solution to meet your teaching, research, or collaboration needs.

OIR does not schedule classroom spaces. Faculty should work with their department or college scheduler to schedule an event, reserve a classroom, or to change a class meeting space.

Student Accessibility Services (SAS)

Director: Adam Meyer
Ferrell Commons 185, 407-823-2371
Web Address: <http://sas.sdes.ucf.edu/>

Student Accessibility Services (SAS) is committed to providing an accessible educational environment for students with disabilities by working closely with the campus community to minimize barriers that impact academic and campus experiences.

SAS is a resource for the campus community to discuss ways to minimize barriers for students. When necessary, SAS also coordinates academic accommodations for students with disabilities and works with faculty to ensure that the accommodations are coordinated in a reasonable manner.

UCF Abroad

Interim Director: Wayne Bowen

Global Building, Room 139, 407-882-2300

Web Address: <http://studyabroad.ucf.edu/>

UCF Abroad is the department in the Division of Student Learning and Academic Success responsible for the coordination and administration of study-abroad programs and services at UCF (per policy 2-902). Through a portfolio that includes reciprocal exchange programs, short-term faculty-led programs, international internships, and partner opportunities, UCF Abroad is committed to:

- Connecting students from all university colleges and schools with international opportunities to complement the on campus UCF academic experience
- Contributing to the comprehensive internationalization of UCF by providing the highest-quality student and faculty support services as they pertain to the participation in, and development of, high-impact student-abroad programs
- Supporting faculty interested in leading a study-abroad program through the development and execution of their program.

UCF Abroad faculty-led programs are intended to enhance the quality of on-campus academic programs by adding well-designed, complementary academic experiences that take place around the world. Our

primary goal is to assist faculty in designing and launching a study-abroad opportunity that fully complements learning outcomes with the advantages of learning on-site and in the field. In doing so, UCF Abroad seeks to ensure that study-abroad programs reach the highest standards of safety, are logistically and financially achievable, and are widely accessible to the entire UCF community.

UCF Global

Associate Vice President: Nataly Chandia Viano
UCF Global Building, 407-823-2337; Fax 407-823-2526
Web Address: <https://global.ucf.edu/>

UCF Global is the international hub on campus for students, faculty, and staff dedicated to increasing international mobility and enhancing the university's global competency. Its quest is to transform lives by providing access to high-impact, international experiences across the UCF and global communities, and to serve as a model of excellence for innovation, partnership, and services. This is accomplished in part through the UCF Global English language programs, UCF Global Perspectives and International Initiatives, UCF Abroad, as well as with multiple compliance and academic support units that serve international students, scholars, faculty, and staff.

UCF Global services include English proficiency assessments, English language training, admissions guidance, immigration advising and regulatory support, study abroad opportunities, employment guidance, and end-of-year tax filing guidance. Programming includes activities advancing UCF's international focus, profile, and engagement that support domestic and international bilateral relationships and partnerships. Student events include orientation and welcome week activities, educational workshops related to academics,

studying abroad, immigration, employment and taxes, holiday celebrations, graduations, and International Education Week events. UCF Global strives to enhance the educational experience at UCF for students, scholars, faculty, and staff and to increase cultural awareness and understanding on campus.

The University of Central Florida Libraries

Dean of Libraries: Beau Case

Library, 407-823-2562

Web Address: <http://library.ucf.edu/>

The UCF Libraries is a gateway to academic resources, providing services and facilities in support of teaching and learning, research, intellectual growth, and enrichment of the academic experience. The Libraries provide access to a wealth of resources through the online catalog and electronic databases, including online journal subscriptions and full-text books. Library faculty and staff extend an open invitation to email, call, or stop by and learn more about the resources and services available to you and your students.

The John C. Hitt Library, located at the center of the Orlando campus, is undergoing a transformation. The **21st Century Library** includes exciting new spaces for individual and group work, technology, and an Automated Retrieval Center (ARC) for material storage. A grand new entrance facing the Student Union opened in 2020. This completed construction, called Phase 1A, connects the ARC with the existing library building. Phase IIA, going on now, involves a complete renovation of the third floor and some underlying infrastructure and system. To check on construction and its impact on the use of the building, check <http://library.ucf.edu/21st/>.

The following list highlights faculty and student services provided by the Libraries. Additional information is available at <http://library.ucf.edu/>.

Library Collections

- **Collection Development & Subject Librarians**

In tandem with teaching faculty, Subject Librarians and Acquisitions & Collection Services Librarians select resources related to academic programs for teaching and research purposes, as well as addressing access and licensing issues. They also conduct library collection analyses and assessments for academic program reviews, new program proposals, and accreditation reviews. Contact your Subject Librarian or CollectionServices@ucf.edu for your library resource needs.

<https://library.ucf.edu/about/departments/acquisitions-and-collection-services/>

- **Government Documents**

The library maintains an extensive collection of print and online federal and state government documents. You can find records for most documents in the UCF Libraries' catalog. Assistance with Government Documents is available by contacting your librarian or Ask Us service.

https://guides.ucf.edu/sb.php?subject_id=12233

- **Information Literacy Modules**

The information literacy modules are instructional resources that faculty can integrate into their courses to help students build and improve the fundamental research skills needed to succeed. The modules can be incorporated into courses as graded assignments or practice modules.

<https://infolit.ucf.edu>

- **LibTech Desk**

The LibTech Desk at the John C. Hitt Library, located on

the 2nd floor near the fountain entrance, is the premier technology lending hub on campus. A wide variety of equipment can be checked out at the LibTech desk including laptops, iPads, cameras, tripods, microphones, portable chargers, webcams, voice recorders, and more. Our [Technology Lending](#) section of the Library Web site has a new interface that allows you to easily narrow down results and find the perfect solution. All desktops and most laptops for checkout at the John C. Hitt Library now feature Adobe Creative Cloud software suite! <https://library.ucf.edu/libtech>

- **Metadata and Discovery Services**

The Library catalogs materials in physical and electronic formats and enhances the collections with metadata and finding aids in the online catalog.

Using single-sign-on technology, online journals, eBooks, streaming videos, primary source materials, databases, data sets, and more are directly linked from the UCF Library websites, as well as research tools such as Google Scholar, optimizing the access experience for authenticated UCF users.

- **Patents & Trademarks**

The library is also a U.S. Patent and Trademark Depository, aiding in searching for existing patents and trademarks dating back to the late 1800s.

<http://guides.ucf.edu/patents>

- **Special Collections and University Archives**

Special Collections & University Archives houses the Libraries' most unique and rarest items from the 12th century to present day. Knowledgeable staff are on hand to help you incorporate historical and primary documents into your students' learning experience. The department's diverse subject areas include African Americana, Artists' Papers, Book Arts & Typography, Botany, Caribbean West Indies, Floridiana, Literary

Papers, Political Papers, the Space Program, and Travel and Tourism as well as the history of UCF/FTU. Access is provided to a wide variety of materials including monographs, manuscripts, maps, photographs, ephemera, moving images, audio recordings, artifacts, and fine art. A portion of the collections are digitized and available on the department's website. Contact us at speccoll@ucf.edu to make an appointment to visit or receive further information on our resources and services.

<http://library.ucf.edu/scua/>

- **STARS**

UCF's institutional repository, the **Showcase of Text, Archives, Research & Scholarship**, is available to share materials and projects created by UCF students, faculty, and staff and provide ready access to works by, for, and about the University of Central Florida. STARS hosts research, creative activity, scholarship, and a variety of institutional outputs to ensure worldwide dissemination and persistent access to these works.

<https://stars.library.ucf.edu/>

- **Videos**

Embed an online streaming video in your course. Videos include quick instructions on using library resources and services.

<https://vimeo.com/ucflibraries/collections>

Library Services

- **Circulation**

Circulation Services maintains the General Collection in the open stacks and in the Automated Retrieval Center (ARC). Items stored in the ARC may be requested through the online catalog and are usually available for pickup at the Circulation Desk within an hour of the request. Place items on Course Reserves to ensure that materials are available for your students throughout the

semester. Faculty designate how long the items may be loaned to students.

- **Interlibrary Loan** Interlibrary Loan borrows materials such as books, articles, and government documents from almost 2500 libraries throughout the country. In many cases, articles can be acquired in less than 48 hours.
 - **UBorrow** is a fast and easy way to request materials from the 40 public colleges and universities within Florida.
 - **ILLiad** requests can be used for items not found within our 40 institutions.
<https://library.ucf.edu/services/borrowing-from-other-libraries/>.
- **Library Instruction**
Library instruction is available at all UCF Libraries. Online and in-person sessions are customized to teach students how to access, evaluate, and use resources related to their assignments. Faculty may also request a librarian to participate in Webcourses.
<https://library.ucf.edu/services/instruction/>
- **Research Consultations**
Schedule a consultation with a librarian by completing an online form at <https://library.ucf.edu/help/schedule-an-appointment/>.
- **Research and Information Services**
Research assistance is available at all UCF Libraries. Contact Research & Information Services librarians for assistance with the catalog and database resources, including Off-Campus Access.
<https://library.ucf.edu/about/departments/reference/>
- **Scholarly Communication**
Get research and publication support through the Office

of Scholarly Communication. Services and information are available for literature reviewing and managing citations, understanding citation metrics and impact, determining where to publish, and analyzing author rights agreements.

<http://library.ucf.edu/about/departments/scholarly-communication/>

- **Textbook Affordability**

See if the library can source your current textbook as an ebook or learn more about adopting open educational resources for your courses.

<https://library.ucf.edu/textbook-affordability/>.

Branch Libraries

The **Curriculum Materials Center (CMC)** supports the School of Teacher Education. The CMC provides PreK-12th grade representative materials for preview, analysis, and checkout to UCF students, faculty, staff, and the community at large. Located in the Education Complex, room ED 194, the collection contains approximately 32,000 items including juvenile and young adult fiction, nonfiction, graphic novels, DVDs, audiobooks, professional literature for educators, PreK-12th grade textbooks, educational manipulatives, a laminator, 3D printer, Glowforge laser cutter, and Ellison die cuts.

<https://library.ucf.edu/about/libraries/curriculum-materials-center/>

Connect Campus library collections and services are available through State College partner libraries on the, Daytona Beach, Sanford-Lake Mary, Valencia Osceola, and Valencia West campuses. Limited collections and services may also be available at Cocoa, , Ocala, , South Lake, and Valencia East campuses, but UCF students and faculty are advised to call ahead to these locations to verify hours and services. All locations provide online

access to library and university resources. A team of UCF Connect librarians also provide a wide range of services, either virtually or in person, including research assistance, library instruction, and more.

<http://library.ucf.edu/about/libraries/>

The **Downtown Campus Library** is located on the second floor of the Dr. Phillips Academic Commons in downtown Orlando. The library primarily serves UCF and Valencia College Downtown Campus students but is open to all users. The print collection focuses on the UCF and Valencia programs offered at the Downtown Campus, and Interlibrary Loan is available. The library has desktop computers, printing/copying/scanning, and offers research assistance and instruction.

<http://library.ucf.edu/downtown>

The **Harriet F. Ginsburg Health Sciences Library** at Lake Nona supports the curriculum, research, and patient care initiatives of the College of Medicine.

<http://med.ucf.edu/library/>

The **Universal Orlando Foundation Library** is located at the Rosen College of Hospitality Management. Its unique collection covers all facets of the hospitality and tourism industries. The library provides a wide array of both in-person and virtual services, including research assistance, library instruction, interlibrary loan, and more.

<http://library.ucf.edu/Rosen>

University Compliance, Ethics, and Risk

Compliance and Ethics

Assistant Vice President, Compliance and Ethics:

Christina L. Serra

Millican Hall, Suite 396

Web Address: <http://www.compliance.ucf.edu>

University Compliance and Ethics provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through policy development, education and training, communications, monitoring, risk assessments, and responses to compliance and ethics violations.

Ethical behavior and compliance with laws, regulations, policies, procedures, and standards of conduct rests with everyone at UCF. University Compliance and Ethics provides guidance and support to assist faculty in meeting ethical and compliance obligations, such as outside activity and potential conflict of interest and commitment reporting, Youth Protection Program requirements, Privacy Compliance, and required annual trainings. Resources on topics related to compliance and ethics are available at <http://compliance.ucf.edu>, including the UCF Employee Code of Conduct: <https://compliance.ucf.edu/ucf-employee-code-of-conduct/>. All UCF employees, including faculty are required to follow the UCF Employee Code of Conduct. University Compliance and Ethics staff are available for general compliance and ethics inquiries at complianceandethics@ucf.edu, or inquiries regarding potential conflict of interest or commitments at PCA@UCF.edu. To contact UCF privacy compliance visit <https://compliance.ucf.edu/privacy/contact-ucf-privacy/>.

To ask questions anonymously or report concerns, the UCF IntegrityLine is available 24 hours a day, 365 days a year, at www.ucfintegrityline.com or by calling 1-855-877-6049.

Enterprise Risk and Insurance

Director, Enterprise Risk and Insurance: Andrea Gandy
Millican Hall, Suite 341

Web Address: <https://compliance.ucf.edu/enterprise-risk-management/>

The Office of Enterprise Risk and Insurance oversees the identification, assessment, and management of risks that could impact the university's success. While the role of risk manager is everyone's job, the Office of Enterprise Risk and Insurance is responsible for the administration and execution of the university's enterprise risk and insurance programs.

The team supports the broader university by (1) procuring necessary insurance coverage to protect university assets including its employees, property, and financial position, (2) managing the university's claims process, and (3) developing programs, guidelines, policies, procedures, training, and tools to mitigate risk. In addition, the Office of Enterprise Risk and Insurance collaborates with university departments on risk assessment for campus events, reviews contracts, leases, and agreements for appropriate coverage and language, and administers the university volunteer service agreement process.

Any insurance administration (including procurement, request for coverage, contact with university insurance brokers, etc.) will be handled by the Office of Enterprise Risk and Insurance. Additionally, any claim submission or contact with insurer regarding claim status will similarly be handled by the Office of Enterprise Risk and Insurance. As a reminder, under no circumstances should any university employee or representative make any statements regarding liability, responsibility, or payment of any medical or other damages.

Should you have questions or need assistance regarding insurance requirements in a contract or agreement, insurance coverage, evaluating a risk topic, an incident

on campus, the claim submission process or volunteer requirements and rules, please contact the Office of Enterprise Risk and Insurance via email at riskmanagement@ucf.edu.

United Faculty of Florida (AFT, Local 7463)

Web Address: <http://www.uffucf.org/>

The United Faculty of Florida (UFF) works to advance faculty rights and academic excellence for all members. It supports faculty in all areas of work life, including academic freedom, salaries and benefits, and leaves. It also lobbies to advance, protect, and strengthen the Florida university and college systems.

Our local chapter (UFF-UCF) is a critical part of our faculty governance, ensuring faculty have a collective voice in how the university operates and in how we educate our students. We aim to promote healthy, equitable, and supportive work environments. The UCF mission is access and success for students. Similarly, our union wants this for our hardworking faculty engaging in research, teaching our students, and serving the larger community. Faculty working conditions are our students' learning conditions.

UFF has been the professional association and collective bargaining agent for faculty members of colleges and universities in Florida since 1976. UFF is an affiliate of the Florida Education Association (FEA), which is affiliated with the National Education Association (NEA) and the American Federation of Teachers (AFT, Local 7463), and AFL-CIO. UFF-UCF represents full-time faculty at every rank, including educational support professionals (ESPs, e.g., instructional designers and mental health counselors) and is governed by its members. UFF welcomes you to join a local, state, and

national voice that upholds the value and integrity of teaching and research.

For more information, please see:

United Faculty of Florida-UCF Chapter (UFF-UCF):

<http://www.uffucf.org/>

United Faculty of Florida-Statewide (UFF):

<https://myuff.org/>

Florida Education Association (FEA): <http://feaweb.org/>

National Education Association (NEA):

<http://www.neamb.com/>

American Federation of Teachers—Higher Education

(AFT): <https://www.aft.org/highered>

AFL-CIO: <https://aflcio.org/>

Veterans Academic Resource Center (VARC)

Director: Joshua “JJ” Johnson

4202 East Plaza Dr, across from Barnes & Noble at UCF,
407-823-2707

Web Address: <http://varc.sdes.ucf.edu/>

The Veterans Academic Resource Center (VARC) supports the needs of our veterans, active-duty, and service-connected students by providing study and lounge spaces and access to several university offices in one central location. The VARC is the main office for GI Bill Educational benefits processing and the VA Educational Office liaisons. The VARC also provides general academic advising, career guidance, peer mentoring, and programs and events.

VARC also provides resources and professional development (including workshops) for faculty and staff to increase their knowledge and understanding of Student Veteran-specific issues and resources.

SECTION VI

Terminology and Abbreviations

Classroom Building Acronyms

CB I	Classroom Building I
CB II	Classroom Building II
HS I	Health Professions and Sciences I
HS II	Health Professions and Sciences II
CAH	College of Arts and Humanities
BAND	Band Practice Facilities
BYC	Barbara Ying Center
BIO	Biological Sciences Building
BHC	Burnett Honors College
BA I	Business Administration I
BA II	Business Administration II
CSEL	Career Services and Exp Learning
CHEM	Chemistry Building
CSB	College of Sciences Building
CREOL	College of Optics and Photonics
ENG I	Engineering I
ENG II	Engineering II
HPH	Howard Phillips Hall
HEC	L3Harris Engineering Center
MSB	Mathematical Sciences Building
NSCM	Nicholson School of Communication and Media
PAC	Performing Arts Center
PSY	Psychology Building
TA	Teaching Academy
TCH	Trevor Colbourn Hall
GB	UCF Global Building
VAB	Visual Arts Building

Colleges

BHC	Burnett Honors College
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CAH	College of Arts and Humanities
CBA	College of Business Administration
CCIE	College of Community Innovation and Education
CECS	College of Engineering and Computer Science
CGS	College of Graduate Studies
CHPS	College of Health Professions and Sciences
COM	College of Medicine
CON	College of Nursing
COS	College of Sciences
CREOL	College of Optics and Photonics
CUS	College of Undergraduate Studies
RCHM	Rosen College of Hospitality Management

Other Terms

ADL – Advanced Distributed Learning. This course (ADL5000) is taken online by faculty to become credentialed to teach their own online (or mixed-mode) courses that someone else has created. To teach a fully original online course, faculty must complete a different program called IDL6543.

ALC – Academic Learning Compacts. Operational Excellence and Assessment Support coordinates this list of student learning outcomes for every major at UCF (i.e., what students will know by the time they graduate with each degree).

<https://oeas.ucf.edu/academiclearningcompacts.html>

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

CDL – Center for Distributed Learning. This office coordinates all permissions, tech support, and assistance with online teaching. They do not control the university hardware

like internet access or email (those are supported by Computer Services). <http://cdl.ucf.edu>

CIP – Course Innovation Project. Course Innovation Projects are semester-long faculty development cohorts in which colleagues from multiple disciplines get together to work on individual projects related to a specific pedagogical topic, and give feedback to each other in learning communities.

DirectConnect – DirectConnect to UCF is a program that guarantees admission to UCF for students with an associate degree from one of our partner colleges: College of Central Florida, Daytona State College, Eastern Florida State College, Lake-Sumter State College, Seminole State College, and Valencia College

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

E&G – Education and General (E&G) funds "may be used for general instruction, research, public service, plant operations and maintenance, furniture, fixtures, equipment, student services, libraries, administrative support, and other enrollment-related and stand-alone operations of the university" (Financial Affairs "UCF Expenditure Guidelines," <https://fa.ucf.edu/procedures/>).

EmplID – (pronounced “em-pull I.D.”) Employee ID. This seven-digit number is identical to the UCFID but is primarily used for personnel and financial matters on university forms.

Essentials – Online training required to receive a course shell via Webcourses@UCF (more properly called Webcourses@UCF Essentials, to distinguish it from IDV Essentials). Faculty teaching face-to-face courses, with no reduction in seat time, can use Webcourses@UCF to

hold syllabi and materials, or give quizzes, if they complete Essentials. Contact webcourses@ucf.edu to get started.

FCTL – Karen L. Smith Faculty Center for Teaching & Learning. The Faculty Center is your first stop for navigating the UCF network of resources. This office aids with all aspects of teaching and learning. Located in CB1-207. <https://fctl.ucf.edu/>

FERPA – Family Educational Rights and Privacy Act. This act of Congress dictates that student records (including grades) are to be kept confidential. In practice, this means grades and other records should never be posted, displayed, or made available in a way that one student can learn another student’s grade. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

FDC – Faculty Development Cohort. Coordinated by the Faculty Center, these groups are made up of faculty members seeking to discuss faculty life or aspects of teaching, and typically meet several times each semester.

FMC – Faculty Multimedia Center. <https://cdl.ucf.edu/support/fmc/>

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

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

GEP – General Education Program. These required, lower-division classes are sometimes called “core” courses at other colleges. They are often high-enrollment lecture classes. <http://fyae.sdes.ucf.edu/documents/gepsheet.pdf>

HR – Human Resources. <http://hr.ucf.edu>

IDL – Interactive Distributed Learning; this term is used with IDL6543, which is the required face-to-face course before faculty can teach fully online classes, and IDL7000, an advanced online faculty development course. Contact your chair or director for permission to enroll.

IDS – Interdisciplinary Studies. This major at UCF allows students to combine multiple disciplines into a single course of study. <https://undergrad.ucf.edu/ids/>

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

IF – Information Fluency. This campuswide initiative was the chosen Quality Enhancement Plan for UCF in 2006 and concluded in 2014. <http://if.ucf.edu>

In-Unit – Regular positions at UCF classified as “in-unit” are part of a “bargaining unit” and are therefore covered by a Collective Bargaining Agreement, a contract that lays out certain terms and conditions of employment. Most faculty members outside of the College of Medicine are in-unit.

IRB – Institutional Review Board. This panel of experts reviews all research involving human subjects (including surveys) before the research can begin. This includes classroom-based research. <http://www.research.ucf.edu/Compliance/irb.html>

Knights Email – Required student email at UCF. Students receive this at orientation or matriculation. Knights Email is a UCF-branded version of Outlook, and it is the official email for students, who are required to check it weekly. Faculty should contact students only at Knights Email. Faculty may also create their own Knights Email

account; visit <https://extranet.cst.ucf.edu/kmailselfsvc> to get started.

MALL – Mathematics Assistance and Learning Lab

Materia – HTML5 games and study tools faculty can set up for students to practice discrete sets of material.

<https://materia.ucf.edu/>

M-mode – Mixed-mode teaching (also called “blended” or “hybrid”) involves reduced seat time, with extra emphasis on Webcourses@UCF (it is a partly online class).

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

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

Network Systems – Department in Computer Services that controls the internet connection to campus, firewalls, and wireless access.

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

NID – Network ID. This is the ID number that is used to sign in to UCF computer systems and your UCF email. To find out what your NID is, visit <https://my.ucf.edu/nid.html>. (Note: NIDs often change for former students once they become an employee of UCF.) To change your NID password, visit <https://mynid.ucf.edu>.

Obojobo – A software environment for testing, practicing, and reading “learning objects.” Can work in conjunction with Webcourses@UCF. <https://obojobo.ucf.edu/>

ODI – Office of Diversity and Inclusion. <https://diversity.ucf.edu/>

OIR – Office of Instructional Resources; coordinates hardware in classrooms (unless that room/building is controlled by a college instead). <http://oir.ucf.edu/>

OOR – Office of Research. All sponsored research at UCF must be coordinated with OOR; they will also help with the grant process. <http://www.research.ucf.edu>

OUR – Office of Undergraduate Research.
<https://academicsuccess.ucf.edu/our/>

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

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

Panopto – Lecture-capture and video management software, often used while teaching to live students. Captures PowerPoint (or document camera) as well as inset webcam-style video. Capable of streaming to most web-enabled devices.

PFSA – Pride Faculty and Staff Association

Physical Plant – UCF’s term for the facilities office, which handles such services as housekeeping, maintenance, and postal services on campus. <http://fo.ucf.edu/>

Portal – Synonym for myUCF.

PTF – Preparing Tomorrow's Faculty. A voluntary, zero-credit-hour graduate course offered every fall and spring semester to help graduate students learn the principles of teaching and begin to assemble a teaching portfolio. <https://fctl.ucf.edu/programs/gta-programs/>

QEP – Quality Enhancement Plan. As part of the university’s accreditation with SACSCOC, UCF chooses a Quality Enhancement Plan every 10 years to advance a particular cause or agenda related to undergraduate

student learning. In 2016, the QEP chosen was *What's Next: Integrative Learning for Professional and Civic Preparation*.

Respondus – Free third-party software that enables plaintext quizzes to be uploaded to Webcourses@UCF with a few clicks.

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

RIA – Research Incentive Award. This competitive award adds \$5,000 to base salary; see the provost's website for details.
<https://facultyexcellence.ucf.edu/recognition/research-incentive-award/>

RITE – Research Initiative for Teaching Effectiveness. This research-based subgroup is part of CDL and investigates mostly online learning.
<https://cdl.ucf.edu/research/contact-us/>

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

SAS – Student Accessibility Services. Coordinates requests for accommodation for students with disabilities.
<http://sas.sdes.ucf.edu/>

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

SDES – Student Development and Enrollment Services. Student-facing programs and services aimed at student success and retention. <http://www.sdes.ucf.edu/>

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

SoTL – Scholarship of Teaching and Learning. This refers to publications, presentations, and grants in peer-reviewed journals about teaching methods and practices. See the Faculty Center website for information about SoTL design and implementation. UCF sponsors a SoTL Award that adds \$5,000 to faculty base salaries (see the provost’s website for details). <https://facultyexcellence.ucf.edu/recognition/scholarship-of-teaching-and-learning/>

SPI – Student Perception of Instruction. These reviews of class/faculty performance are given to students at the end of each class when they log in to myUCF. Some departments use SPI results to aid in annual (formal) faculty evaluations.

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

Summer Faculty Development Conference – Participants apply to one of several tracks at this funded, UCF-specific conference (sponsored by the Faculty Center). Faculty do not present research at this conference; rather, they attend to gather ideas. Many tracks also require work toward a final product and complete collaborative projects.

TIP – Teaching Incentive Program Award. This competitive award adds \$5,000 to base salary; see the Office of Faculty Excellence website for details: <https://facultyexcellence.ucf.edu/recognition/teaching-incentive-program/>.

Turnitin – Plagiarism detection and prevention service. Faculty must attend a consultation to obtain a Turnitin account. Contact Jennifer Wright, Office of Integrity and Ethical Development at jennifer.wright@ucf.edu.

UCFID – This is a second ID number (besides the NID) and is used as a unique identifier for faculty, staff, and students. The UCFID is the same seven digits of your employee ID (EmplID).

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

VARC – Veterans Academic Resource Center. This office assists student veterans and provides programming for them.
<https://varc.sdes.ucf.edu/>

W-mode – Web-mode (fully online) class, with minimal or no face-to-face.

Webcourses@UCF – UCF’s course management system is Canvas by Instructure and branded Webcourses@UCF. Types of classes include face-to-face (enhanced), mixed-mode reduced seat time (M), and fully on the web (W). Visit <https://cdl.ucf.edu/teach/> for more information.

Workday – UCF’s enterprise software that controls all employee records and role-specific business processes, including procurement, expenses, accounting, recruiting and hiring, grants management and others.