

INSTRUCTIONAL RESOURCE GUIDE
FOR
NEW FACULTY
AND
GRADUATE TEACHING ASSISTANTS

2009...

...2010

SEVENTEENTH EDITION - 2009/ 2010

UNIVERSITY OF SOUTH FLORIDA

THIS RESOURCE GUIDE PROVIDES A CONCISE INTRODUCTION TO THE INSTRUCTIONAL RESOURCES AND ACADEMIC SUPPORT SERVICES AVAILABLE TO FACULTY AND GRADUATE TEACHING ASSISTANTS AT USF. STRATEGIES DESIGNED TO INCREASE INSTRUCTORS' EFFECTIVENESS IN THE CLASSROOM ARE ALSO HIGHLIGHTED.

**CENTER FOR 21ST CENTURY
TEACHING EXCELLENCE
(C²¹TE)
4202 E. Fowler Avenue
SVC1072
(813) 974-2576
<http://www.c21te.usf.edu>**

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PREFACE

Welcome. The University of South Florida (USF) offers many exciting opportunities and challenges for classroom teachers. USF was founded in 1956 and accredited by the Southern Association of Colleges and Schools. It has grown to become the 2nd largest university in Florida with more than 46,000 students. A Comprehensive Research I Institution, USF offers more than 200 undergraduate, masters, specialty and doctoral programs, including the doctor of medicine. USF attracts top students with approximately 50 National Merit, National Hispanic and National Achievement scholars currently enrolled.

USF ranks among the top public research universities in the country, with more than \$300 million in sponsored research, and is becoming a model urban research university for the 21st century. USF has four campuses located in the Tampa Bay Region - one of the fastest-growing metropolitan areas of the nation. These campuses are located in Tampa, Sarasota-Manatee, St. Petersburg, and Lakeland. Readers desiring a brief sketch of each campus' operation are advised to consult the current University of South Florida Undergraduate Catalog. USF's home page on the World Wide Web (WWW) can be found at <http://www.usf.edu>.

This Resource Guide, prepared by the Center for 21st Century Teaching Excellence, provides a concise introduction to the instructional resources and academic support services currently available to faculty and graduate teaching assistants at USF. Strategies designed to increase instructors' effectiveness in the classroom are also highlighted. A question and answer format has been used to maximize clarity and to minimize reading time.

This document is not intended as a replacement for the more comprehensive brochures and publications distributed by individual campus units. Further, this Resource Guide is not intended to function as a definitive text on teaching excellence. A library of excellent texts on teaching effectiveness is available for instructor use in the Center for 21st Century Teaching Excellence, SVC 1072.

INTRODUCTION

What are some demographic and academic characteristics of USF students?

- USF's student population is both large and diverse. Among the 46,000+ students who attend classes at USF, there are approximately 35,000 undergraduate students, 8,000 graduate students, and more than 2,000 students who are enrolled as professional, unclassified or non-degree seeking. Approximately 22,000 are full-time students enrolled in twelve or more hours and 16,000 are classified as part-time students.
- Almost 95% of the University's students are Florida residents. USF also enrolls approximately 1,000 non-Florida resident students and 2,000 non-US resident students.
- Academically, USF undergraduates compare favorably with students at Florida's other state universities. The average SAT score for first-time-in-college students is 1,148. USF's first-time-in-college students enter with an average high school grade point average of 3.71.
- USF serves students in a large metropolitan community. The vast majority of students live off-campus while approximately 17,000 students live in residence halls. A large percentage of students hold either on-campus or off-campus jobs while attending classes. When planning course assignments, new instructors should anticipate that many students would experience scheduling difficulties if required to attend frequent out-of-class educational opportunities. Both anecdotal and research evidence suggests, however, that participation in such events, as well as in 350 student organizations on campus, provides valuable additions to students' total University experience. Sponsors of these activities and organizations greatly appreciate instructors' efforts to encourage student participation and involvement.

INTRODUCTION...continued

- USF's commitment to inclusion is reflected in its student body. African Americans, Hispanic and Asian/Pacific Islander students comprise approximately 30 percent of USF students. A growing contingent of international students, now representing more than 100 countries, demonstrates the University's strong geographic influence and dedication to the principles of a global economy.

Why should instructors learn all they can about their students?

- Benjamin DeMott (1988), in a provocative essay entitled "Do We Teach Students or Subjects?" {Change, 20(1), 54}, asks faculty, "Is not knowing who you are talking to as bad as not knowing what you are talking about?" When teaching on a new campus, one of the most helpful first-day-of-class activities instructors can employ is to collect introductory information regarding students' interests, prior educational background in the discipline, and/or level of prerequisite knowledge. Even after teaching on a campus for several years, faculty are better able to create a strong first impression and to teach at an optimum level of difficulty when they first gather information regarding students' expectations and abilities.
- Some commonly employed methods of getting to know students include:
 - (1) arriving early and staying after class to converse informally,
 - (2) distributing short in-class surveys,
 - (3) integrating brief "get-acquainted" activities into the teaching of course material,
 - (4) scheduling student consultations during office hours or at out-of-class locations such as the library, and
 - (5) checking students' academic records. Additional ideas for learning more about your students can be found in subsequent sections.

ASSISTANCE AVAILABLE TO STUDENTS

What role are students likely to ask instructors to play as academic advisors?

- The most common types of questions that students pose to their instructors include matters of academic advising and/or campus policies. Students will want to know: (1) how and when they can first enroll, (2) how they might add a closed class or drop an undesired one, (3) how they might first declare or later change a major, (4) precisely why the University adheres to a particular rule or procedure, (5) how to request an incomplete or “I” grade, and (6) what courses they are required to complete prior to graduation. As a new graduate teaching assistant or faculty member, such questions will often be beyond your current level of campus expertise.

- When confronted with such issues, it is helpful to remind questioners that for purposes of academic advising, USF uses a decentralized advising model, meaning students are advised within each specific college. All students who have not yet decided on a major are considered transitional students and are advised by the Transitional Advising Center or (TRAC). Each College has their own advising center and students are strongly encouraged to contact their specific center at least once a semester.
 - College of Arts and Sciences - BEH 201, (813) 974-6957
 - College of Behavioral and Community Sciences - MHC 1110, (813) 974-2365
 - College of Business - BSN 2102, (813) 974-4290
Walk-in advising available every Friday, 8 am - 4 pm
 - College of Education - EDU 106, (813) 974-1804
 - College of Engineering - ENC 1302, (813) 974-2684
Walk-in advising available every weekday, 8 am - 5 pm
 - College of Nursing - MDN 1002, (813) 974-2191
 - College of Medicine - Athletic Training - 13220 USF Laurel Drive - 5th Floor,
(813) 974-2833

ASSISTANCE AVAILABLE TO STUDENTS...continued

- College of The Arts - FAH 120, Phone: (813) 974-3660
 - School of Architecture - HMS 301, Phone: (813) 974-1316
- Transitional Advising Center: (TRAC) - SVC 2011, Phone: (813) 974-2645
 - Undeclared majors
 - Re-advising students (in the process of changing majors)
 - Pre-Information Technology
 - Pre-Hospitality Management
 - B.S. in Applied Science
 - Non-degree seeking students

- Because of your accessibility, many undergraduates will come to you before or after class with advising questions rather than visiting their respective academic advisors. In such instances, remind students they will be better served by scheduling an appointment with an academic advisor. In addition, urge students to read and refer to the current Undergraduate Catalog that is available online at <http://www.ugs.usf.edu/catalogs.htm>.

- As indicated in the Undergraduate Catalog, students should establish an advising relationship with their advisor. Students should also periodically visit their advisors to learn the latest policy and/or curriculum changes that affect their academic progress toward graduation. While the University provides advising services to assist students with academic planning, the ultimate responsibility for ensuring that all graduation requirements are met rests with the student.

ASSISTANCE AVAILABLE TO STUDENTS...continued

What role are students likely to ask instructors to play as personal counselors?

- Students bring to the classroom not only a wide range of talents but also a number of significant personal concerns that can influence their classroom performance. The more skillful and supportive you are in the classroom, the more often students will seek your personal advice. When confronted with students' calls for personal help and assistance, each instructor should/must know his or her own strengths and limitations as a counselor. For example, instructors may encounter the following situations:
 - A student having problems in your section comes to your office and discloses that the work is too difficult. Further, the student does not know why s/he has chosen your discipline for a major. S/he seeks your advice regarding the future.
 - A student frequently falls asleep in class. Upon inquiry, you learn s/he must work two jobs in order to stay in school. The student has a good GPA but currently does not receive any financial aid. S/he asks if you know of any sources of financial assistance or good jobs on campus.
 - You receive a message from a student indicating that s/he will miss two weeks of classes due to an unspecified physical health problem. After two weeks, the student continues to miss classes and explains that future doctor appointments will require additional classes being missed and hopes you will understand.
 - A student's grades drop dramatically. During a scheduled conference s/he confides that troubles at home are responsible for the failing grades. The student is thinking of dropping out of school and is interested in your advice.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- A student misses class often and has not completed several assignments. When you speak with her/him regarding the situation, you learn the student has a drug problem. S/he asks for your patience and counsel.
- In response to these or similar situations, skillful instructors know their capabilities and their limitations as counselors. For many types of problems, students need only a caring and sympathetic listener. Learning to listen actively is an important skill that typically has a positive and powerful impact. When listening actively, you need to hear not only a student's story but also the feelings and emotions that lie behind his or her words. As an active listener, you need to refrain from being judgmental in your replies and to resist offering professorial solutions to a student's personal problems.
- On many occasions, instructors are best advised to direct students to trained professionals for assistance. Becoming knowledgeable about the resources available on campus and how to successfully refer students to these support units should become part of your repertoire of instructional skills.

Where can you refer students for academic or personal assistance?

- College of Arts and Sciences - BEH 201, (813) 974-6957
- College of Behavioral and Community Sciences - MHC 1110, (813) 974-2365
- College of Business - BSN 2102, (813) 974-4290
Walk-in advising available every Friday, 8 am - 4 pm
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ASSISTANCE AVAILABLE TO STUDENTS...continued

- College of The Arts - FAH 120, Phone: (813) 974-3660
 - School of Architecture - HMS 301, Phone: (813) 974-1316
- Transitional Advising Center: (TRAC) - SVC 2011, Phone: (813) 974-2645
 - Undeclared majors
 - Re-advising students (in the process of changing majors)
 - Pre-Information Technology
 - Pre-Hospitality Management
 - B.S. in Applied Science
 - Non-degree seeking students

- **The Student Health Services** (SHS100), 974-2331, is located adjacent to the USF Bookstore. SHS provides primary medical care to registered students via an ambulatory health care center as well as health and wellness information and programs. Within the Division of Student Affairs, SHS is a part of Team Wellness, a collaboration between Campus Recreation, Counseling Center, SHS and the Advocacy program, which offers a variety of programs and services to assist students in developing a wellness-oriented lifestyle. SHS hours of operation are 7:30 am to 5:30 pm, Monday through Friday. Hours may vary during breaks and holidays. The types of services offered by Student Health Services include: (1) ambulatory primary care clinic, (2) clinical laboratory, (3) women's clinic, (4) antigen clinic, and (5) immunization clinic. In addition, Health Promotion, Student Insurance Office, and Immunization Compliance Office are located in the "Annex," located east of SHS, next to Book Buyback. Appointments may be made in person, via web at shs.usf.edu and by phone at (813) 974-7474. Students must have a valid student ID and have paid the Tampa Campus health fee to receive services.

- **The Counseling Center**

Successful individuals are those who are able to cope with challenging life circumstances and to manage their time, stress, emotions and relationships effectively. They are able to make informed decisions based on self-understanding and an awareness of their available options. In addition, successful students are those who utilize effective learning strategies, including organization and study skills, critical thinking, and self-regulation.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- Counseling Services are designed to enhance personal, academic, emotional, social, career and life planning effectiveness of students. Fully accredited by the International Association of Counseling Services (IACS), the USF Counseling Center is staffed by professional psychologists and psychiatrists licensed to practice in the state of Florida. Our professional staff help students develop a clearer sense of identity, establish greater autonomy, discover strengths and areas for growth, identify realistic educational and career goals, and become more insightful, self-directing individuals. Students are assisted in exploring and managing such concerns as self-esteem, stress, anxiety, depression, relationships, sexuality, and other emotional and behavioral issues which may interfere with effective academic functioning and detract from daily life satisfaction. Services include intake evaluation, individual, group and couples counseling, psychological testing, psychiatric evaluation and medication treatment, and referral to appropriate campus and community resources.

- The Counseling Center's Workshops and Outreach Services Program offers a two-part Student Success workshop series for students. The Personal Development component includes topics such as life planning, time and stress management, test anxiety, romantic and self-esteem. The Wellness component (in partnership with other campus departments) includes workshops on relationships, improving sleep habits, and relaxation skills. The Counseling Center promotes "personal wellness" - a positive approach to achieving optimum levels of emotional and physical health, healthy interpersonal relationships, academic success, and career and life satisfaction. As a member of Team Wellness, a collaboration among the Advocacy Program, Campus Recreation, the Counseling Center, and Student Health Services, the Counseling Center offers a variety of programs and services to assist students in developing a wellness-oriented lifestyle.

- Consultation Services assist faculty, staff and administrators on the Tampa and regional campuses in their efforts to contribute to an effective learning environment for students. Collaborative liaison relationships with administrative units, academic departments and campus programs facilitate the early identification of and effective intervention with students and employees manifesting emotional and/or behavioral

ASSISTANCE AVAILABLE TO STUDENTS...continued

concerns. Consultation services may include individual and departmental interventions, crisis debriefings, group facilitations, emergency interventions, student referrals and psycho-educational programming. On-site individual consultation and prevention services play a significant role in ameliorating sources of stress within the environment which detract from student, faculty and staff effectiveness, productivity and satisfaction. Please see our website for more information:

http://usfweb2.usf.edu/counsel/outreach/o_consultservices.html

➤ The Center for Addiction and Substance Abuse (CASA) is a source for information and resources related to substance abuse and other addictions. Clinical services include evaluation and assessment, consultation, intervention, outpatient counseling, and referrals for individuals concerned about their drug or alcohol use, or other addictive behaviors. CASA provides educational materials, classroom and special events speakers, individual, relationship, and group counseling, and referrals to community resources. CASA also offers the Attitudes and Alternatives Program for students who are in violation of USF's alcohol, drug or gambling policies. CASA's website contains additional information and resources http://usfweb2.usf.edu/counsel/b_psy/p_casa_center_casa.html.

➤ Veterans Services (974-2291), located in SVC 2127, provides assistance to veterans, reservists, eligible dependents, and active-duty military personnel who qualify for Department of Veterans Affairs (VA) educational benefits. VA students are monitored for Standards of Progress; educational benefits can be stopped for non-compliance. Programs and services include enrollment certifications, verification of benefits, tuition deferments, tutorial assistance, VA work-study, and advance payment. For more information visit http://usfweb2.usf.edu/counsel/b_vet/v_home.html.

➤ Vocational Rehabilitation Services are available for eligible students and may include vocational education, vocational and personal counseling, and coordination of services, training assistance, and provision of books and supplies.

ASSISTANCE AVAILABLE TO STUDENTS...continued

The Counseling Center is located in SVC (Student Services) 2124 and is open to all students between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday. All programs and services are without charge to enrolled students and preserve each student's confidentiality. Please call (813) 974-2831 or visit our web site (<http://usfweb.usf.edu/counsel>) for additional information.

- **The Career Center** provides USF students with comprehensive career planning and job search services. A staff of experienced career counselor and job search coaches is available to help students choose a potential career, gain career-related experience and prepare for an effective job search. The Career Center also provides information on part-time jobs (on and off-campus), internships, Cooperative Education and full-time professional employment opportunities and creates venues where students can network and interview with local, state and national employers. The Career Center's services are clustered into the areas of career planning, career related work experience, job search preparation and connecting with employers.

- CAREER PLANNING

- Career Counseling Appointments may be made with a career counselor to help students make an informed career decision. Each student has a designated career counselor, based on their major.
- Career Assessment Surveys are available to help students identify their interests, skills and work values. Both pen and paper and web-based assessments are available.
- Career Resource Room contains information on career fields, including job descriptions, working conditions, educational requirements, salary information and projected employment outlook.
- Career Exploration Computer Lab is equipped with computers with Internet access for taking career assessments and researching hundreds of career fields.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- **CAREER-RELATED WORK EXPERIENCE**
 - Part-time Jobs, both on and off campus, including Federal Work Study (FWS) jobs are posted on Career Connections, the Career Center's on-line recruitment system. Students must have an active account in Career Connections in order to access all job listings.
 - Cooperative Education is a structured, academic program of paid, practical work experience related to a student's major. Students may alternate a full-time semester of work with a full-time semester of study, or work part-time while taking classes. Students may choose to co-op one semester or multi-semesters. Program details are located on the Career Center website.
 - Internships are advertised in Career Connections, located on the Career Center's web site. Internships for academic credit are coordinated through the student's sponsoring academic department.

- **JOB SEARCH PREPARATION**
 - Job Search Coaching Appointments may be scheduled for assistance with resume/cover letter preparation; interview techniques; networking, researching employers and various other job search strategies.
 - Walk-in Advising is available to answer questions about careers, job search or Career Center services. See our website for times.
 - On-line Job Search Seminars/Workshops are available on topics such as resume writing, interview techniques, job search strategies and business etiquette.
 - Job Search Resource Room contains resources on cover letters, resume-writing, interviewing and job search strategies, as well as employer directories and salary information.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- Job Search Computer Lab, is equipped with computers with Internet access for conducting an on-line job search, scheduling on-campus interviews and researching employers.
 - Alumni Services are available at no cost to USF students up to six months after graduation. After that there is a nominal fee for six months of unlimited access to all Career Center services.
- CONNECTING WITH EMPLOYERS
 - On-campus Interviews are conducted in the Career Center by recruiters from numerous local, state and national and international organizations to fill their internships and full-time professional positions. All majors are eligible to participate. Program details are located on the Career Center web site.
 - Resume Referral is a service available to students with a resume uploaded in Career Connections, the Career Center's on-line recruitment database. Employers with an active account in Career Connections may view student resumes to identify potential candidates, and students may also self-refer their resume to employers posting jobs on Career Connections.
 - Career Networking Fairs and Part-time Job Fairs, held each semester, bring students and employers together to network and discuss employment opportunities. **On-the-spot** hiring is often done at Part-time Job Fairs. A Public Service Career Fair, held in the spring, provides an opportunity for students thinking about a career in government, health care, non-profit, law enforcement and other public service organizations to talk to recruiters from those career fields.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- Job Listings are posted on Career Connections daily and include part-time jobs, internships, Cooperative Education and full-time, professional vacancies. Students must have an active account in Career Connections, the Career Center's on-line resume database to access job listings. There is a \$10 one-time activation fee for this service. No charge to students seeking a Federal Work Study job.
- Virtual Video Interview (VVI) allows students, by appointment, to answer interview questions asked by a virtual interviewer via a computer, located in a private room in the Career Center. The interview is videotaped and housed on a secure website. A URL is provided to the student, which the student can place on their electronic resume. The VVI can also be used by students as a practice interview interview tool.
- Credential Service via Interfolio is an on-line credential service for students applying to graduate & professional schools, or jobs in education & other career fields requiring a credential file, dossier or portfolio.

Location: SVC 2088, Phone: 813.974.2171, Hours: Monday - Friday
8:00 a.m. - 5:00 p.m., web address: <http://www.career.usf.edu>.

- The **Office of Students with Disabilities Services** (SDS) (813-974-4309), located in SVC 1133, is responsible for determining eligibility for academic accommodations and for arranging appropriate academic accommodations for students with disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) and the Amendments to the Americans with Disabilities Act (2008), require that the University of South Florida provide reasonable classroom accommodations to otherwise qualified students who have documented disabilities. To access services, students must submit appropriate disability documentation to SDS. Documentation guidelines and accompanying forms are available on line at (<http://sds.usf.edu>) and by request from the SDS office at 813-974-4309. All documentation is treated as confidential medical data.

ASSISTANCE AVAILABLE TO STUDENTS...continued

Students who register with SDS may request an accommodation letter for any course in which the student is enrolled. It is the student's responsibility to request accommodation letters and notify instructors of the necessary accommodation in a timely manner. SDS suggests providing at least 5 business days notice prior to requesting an academic accommodation.

Questions regarding accommodations should be directed to an SDS staff member at 813-974-4309. SDS encourages faculty members to refer students with disability concerns to the SDS office. Individual faculty members are advised not to accept medical documentation on behalf of a student.

Students with Disabilities Services staff members collaborates with students, faculty, staff, and community stakeholders to create usable, equitable, inclusive, and sustainable learning environments. The cooperation of the faculty in the implementation of academic accommodations is essential.

SDS encourages new faculty to visit our office, talk with our staff and view our website to learn more about the accommodations process at USF, the needs of students with disabilities and opportunities for incorporating universal design in the classroom.

See: (<http://www.sds.usf.edu/>)

- **The Advocacy Program**, (974-5756) located in SVC 1138, provides free and private services to USF students, faculty and staff, both men and women, who have experienced crime violence, or abuse, for incidents occurring on or off campus, recently or in the past.

The USF Advocacy Program services are tailored specifically to meet an individual's needs and requests and may include:

- Crisis Intervention
- Emotional Support
- Personal and systems advocacy
- Court Accompaniment
- Information, Options, & Referrals
- Victim Helpline
- Safety Planning

ASSISTANCE AVAILABLE TO STUDENTS...continued

- Prevention & Education Presentations
- Assistance with filing a Police Report, Injunction for Protection, and Crime Victim's Compensation Claim

Appointments are available in our office or another safe location on campus. Walk-ins are welcome, Monday – Friday 8:00 a.m. to 5:00 p.m. Our 24-hour crisis line is 974-5757.

Email: va@admin.usf.edu and Website: <http://www.sa.usf.edu/advocacy>

- **Parking and Transportation Services** (974-3990) is located on USF-Holly Dr. between USF-Palm and USF-Magnolia in the Parking and Transportation Building.
 - Do I have to have a parking permit? Parking permits are required to park at the University of South Florida, 24 hours a day, 7 days a week, including holidays. Permit types are used to designate parking locations on campus, such as resident, non-resident, Park-n-Ride, visitor, staff, etc. Each person may purchase only one vehicle permit (additional permit for motorcycle, bicycle, is allowed). Campus permit designation is based on campus/class location. If you do not have a permit, you must park at a metered parking space or a timed space.

For more permit information, visit our website, http://www.usf.edu/parking_services or call (813) 974-3990, Option #1.
 - How do I obtain a parking permit? Visit the Parking & Transportation website http://www.usf.edu/parking_services. Establish a parking services account and purchase your permit online. Parking permits may be purchased at the following locations:
 - Tampa Campus
 - Parking and Transportation Building (on USF-Holly Dr. between USF-Palm and USF-Magnolia)
 - Parking Service Lobby hours:
 - Monday - Thursday 7:30 am to 5:30 pm.
 - Friday 7:30 am to 5:00 pm

ASSISTANCE AVAILABLE TO STUDENTS...continued

St. Petersburg Campus - Bayboro 132

Monday - Thursday 8:00 am to 6:00 pm

Friday 8:00 am to 5:00 pm

Sarasota Campus - 8350 N. Tamiami Trail, Bldg SMC-B116, Sarasota, FL 34243

Monday - Friday 8:30 am to 5:00 pm

All office hours are subject to modification and are extended at the beginning of the term. Visit our website http://www.usf.edu/parking_services for office locations and hours of operation. Daily visitor permits can also be purchased from Campus Information Center (Leroy Collins Blvd and Fowler Ave) Lobby hours: Mon - Thurs 7:30 am to 6:00 pm.; Fri 7:30 am to 5:00 pm.

Drive-thru hours: Mon - Thurs 7:00 am to 6:00 pm.; Fri 7:00 am to 5:00 pm.

Also, visitor parking permits may be purchased from parking permit machines located within designated visitor lots. Parking maps and brochures are available with details and lot designations.

- Do visitors need a parking permit? Yes. The daily parking fee is \$4.00. The fee is applicable to visitors and event attendees who park in the visitor lots as defined in the parking brochure. Visitors may obtain up to 3 courtesy Park-n-Ride permits per semester and take advantage of the Fare Free Campus Shuttle to travel to their destinations on campus. Faculty, staff, students and vendors are not eligible for these permits.
- Is there a bus service on campus? Yes. Bus service is provided to USF faculty, staff, students and visitors. The Bull Runner routes cover the entire USF Tampa Campus, and the following off campus locations; 42nd St., Skipper Rd., and 46th St. and the University Mall with a stop at UATC. A USF ID Card is required to board any bus. Route maps are available at various locations, such as the parking office, Information desk at the Marshall

ASSISTANCE AVAILABLE TO STUDENTS...continued

Center and the Campus Information Center detailing route information.

For additional information call (813) 974-6902, or for hours of operation, please refer to our website <http://www.usf.edu/bullrunner>.

In addition to the Bull Runner, USF has U-Pass agreement with HART allowing USF students to ride regular HART routes fare free and USF faculty-staff to ride for a nominal fee. For more information call Hart at (813)623-5835 or visit their website at <http://www.hartline.org>.

- How can I avoid a parking ticket?
 - Display your parking permit in the lower left hand corner of front window.
 - Heed parking signs and barricades.
 - Always pay parking meters.
 - Don't park on the grass.
 - Don't share your parking permit.
 - Don't write on, change, or alter your permit.
 - Don't buy a parking permit from anyone except Parking Services.
 - Question? Call Parking & Transportation Services when you have a question.
 - Ride Hartline and the Bull Runner instead of driving to/or on campus.

- What happens if I get a parking ticket? Parking regulations are designed to provide safe and orderly parking. Violation of these regulations can result in parking citations, immobilization of your vehicle, towing, or loss of parking privileges. Creating, modifying, or altering a parking permit, or being in possession of a lost or stolen permit is a serious violation and will result in immediate immobilization or towing of the vehicle and possible revocation of campus parking privileges. If you receive a parking citation and believe that extraordinary or mitigating circumstances warrant a waiver, then you may petition Parking and Transportation Services within 14 days for

ASSISTANCE AVAILABLE TO STUDENTS...continued

reconsideration. Respond to parking citations within 14 days of issuance to avoid late fees. Most common citations are for no permit, expired parking meter, and parking out of designated area. To appeal a parking citation visit our website http://www.usf.edu/parking_services, and file your appeal electronically. Failure to respond to parking citations could result in collection agency efforts and additional cost.

- How can I get help if I have a problem with my vehicle? Low tire? Need to jump start your car? Call Division of Public Safety at (813) 974-8040. This FREE service is provided Mon - Thurs from 7:30 am until 6:30 pm, and Friday 7:30 am until 4:30 pm (except holidays) by the Division of Public Safety - Parking Enforcement.
- Additional Questions? Visit the Parking and Transportation Services website at http://www.usf.edu/parking_services. You can check your account status, update vehicle information, and submit questions and suggestions. Check for all late breaking news and updates concerning parking and shuttle service. Or you may contact the Tampa Campus Parking & Transportation Services at (813) 974-3990.
- **The Preschool for Creative Learning** (974-5142) is located on Bull Run Drive next door to the Patel Charter School and across from the Sun Dome. The Center provides year round on-campus childcare emphasizing emotional, intellectual, physical, and social development and had been rated highly by Hillsborough County's School and Readiness Program. The Center serves two to five-year-old children whose parents are students, faculty, or staff at the University. The Center also has an after school program for children Kindergarten through age 9 that runs from the beginning of fall semester until the end of Hillsborough County's school year.

ASSISTANCE AVAILABLE TO STUDENTS...continued

Each summer a school age summer camp is available for children who have completed kindergarten through age 9. Information may be obtained by visiting our website <http://www/coedu.usf.edu/pcl> or by calling 974-5142.

- Tutorial Assistance for common academic problems and concerns is available to students through several University Departments and Centers. Instructors should urge students who find course material to be especially difficult or who are disappointed by their classroom test performance to seek the out-of-class individualized instruction that these services provide. Unfortunately, many freshmen view the seeking of such assistance as a sign of personal failure, especially if the student was reasonably successful when s/he attended high school. Indicate to students that University level instruction is significantly more difficult and demanding than high school level course work. Further, becoming more effective, efficient, and skillful learners enables students to devote greater time and energy to their recreational or vocational pursuits.
- Departmental Tutorial Labs are available to help students with their course work in several disciplines, such as mathematics and chemistry. Other departments assist students in locating peer tutors by posting names and phone numbers on bulletin boards. Consult your Department Chairperson to identify additional sources of tutorial assistance for your students.
- The USF Writing Center (974-2713) is located in the Library Learning Commons. The writing lab staff assists students with all phases of paper development (narrowing the paper topic, developing an outline, overcoming specific writing problems, etc.). Students must bring work in progress to scheduled appointments. The writing center is open to all USF students. Hours of operation vary by semester; it is recommended that students come by the writing center to set up appointments.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- Personal Computer Labs are available on campus for student use. The location and hours of these labs are especially useful to know if you require students to submit typed copies of their written work. There are, for example, several departmental and College-sponsored computer labs. While some locations provide open access to all students, use of other labs is restricted to individuals in particular courses or majors. A listing of the locations of USF's personal computer labs can be obtained from Information Technology Help Desk in LIB 117 or by calling 974-1222 OR toll free 1-866-974-1222. Posting of the open access labs can also be obtained on the Information Technology home page at <http://www.it.usf.edu>.

All USF Libraries provide students, faculty, staff, and community members with research assistance and information literacy instruction. Assistance is available from reference librarians either face to face at one of our service desks, online via Ask-A-Librarian chat and email, by phone, or by appointment. USF librarians also provide general, as well as course-specific, library instruction and research guides. In addition, the Libraries website (<http://www.lib.usf.edu>) provides access to online tutorials. Instructors are encouraged to make library instruction and information literacy a part of their curricula regardless of the subject being taught. Services vary by campus and faculty should consult the reference/research department of their library for details. For information on types of assistance available, check out the “Research Help” tab on the USF Libraries website.

A complete listing of USF Library locations and hours is located on the “Your Library” tab of the USF Libraries website. Email addresses and phone numbers are available to contact librarians at each of the libraries for course or discipline specific assistance by accessing the “Staff” link on the “Your Library” tab.

ASSISTANCE AVAILABLE TO STUDENTS...continued

What suggestions can instructors offer students regarding their personal safety on campus?

- Though the University has relatively few incidents of campus violence each year, any criminal act is one too many. Advise students of the need to be personally careful and to take appropriate precautions in the evenings or at other times when there are relatively few people in a building or parking lot. Recommend, for example, that students walk together in groups to parking lots or residence halls after class. When jogging, students need to be aware of people around them. Advise students to avoid running alone, even in the daylight. Also, inform students that the University offers a SAFE TEAM (974-7233) located in CTR 101, and will escort students to residence halls and/or cars on campus after 7:00 p.m. To contact this escort service, call 974-7233(SAFE); expect a minimum ten-minute wait for an escort. Also, recommend that students remove valuable personal items such as laptop computers or cell phones from their vehicles. These types of items are stolen from cars very easily. Report all non-emergency campus safety problems immediately to the University Police (974-2628) located in the University Police Building (UPB 002) at the corner of Maple Drive and Fletcher Avenue. For emergency assistance, call 9-1-1. Operating 24 hours a day, every day, patrol officers are deployed on campus in marked cars, and on motorcycles to provide quick responses as well as a high degree of visibility and accessibility to students. The University Police also have a marine patrol unit responsible for patrolling and maintaining safety on the Hillsborough River.

Students will notice blue lights on poles between buildings and in the parking lots around campus. Blue Light Emergency Telephones indicate the location of phones that are direct lines to the USF Police Department. The 9-1-1 and Blue Light Phone systems automatically indicate the location of the caller to the campus police even if the caller is unable to speak. Students should be encouraged to use these phones when in need of police assistance. Additional crime prevention tips, programs and information can be found on the University Police website at www.usfpd.usf.edu/.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- At some point faculty, staff members, and managers may have to deal with potentially disruptive or violent behavior in the classroom or the office area. The Aggression Resource Network is one resource for getting timely assistance, both proactively or after an incident has occurred, in handling these situations. The Aggression Resource Network is a team consisting of representatives from the Counseling Center for Human Development, University Police, USF Advocacy Program, Employee Assistance Program, Human Resources, International Student and Scholars Services, and Student Judicial Services/Student Affairs whose purpose is to prevent and minimize aggression. Should you feel the need for assistance with disruptive or threatening situations contact any of the network members.

ASSISTANCE AVAILABLE TO INSTRUCTORS

Where can instructors have course materials photocopied/scanned?

- Copy machines are located on the 1st and 2nd floors of the library. They do not take change. To use the copy machines money must be placed on a USF ID card or a vend card which can be purchased for one dollar. Scanning machines are available in the basement, 1st and 2nd floors and are free of charge.

- Pro-Copy, a locally owned and operated business, has served USF for 22 years. For assistance, contact:

Pro-Copy, Inc.

Phone: (813) 988-5900

5219 E. Fowler Avenue

Fax: (813) 980-6532

Across from USF next to Publix @ 53rd and Fowler

Procopy1@aol.com

Dedicated USF Representative -

Summer Shibley (813) 240-5623 (summer@pro-copy.com)

Store Manager - Karen Bolick

- FREE on campus pick up and delivery
- Open 24 hours, 7 days a week
- Flyers, Booklets, Programs, Posters, Signs, Catalogs, Newsletters, Manuals, Handbooks, Conference Materials, Brochures, Lamination, Folding, and all types of bindery
- Digital B & W and Color Printing

How to Order:

- Documents accepted via e-mail, disk, CD, jump or thumb drive, hardcopy or upload to our FTP site.

Pricing:

- We accept Purchase Orders and USF P-cards
- Quotes given quickly (usually within the hour!)
- Economical and competitive pricing on every job

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

- Faculty at the Tampa Campus may request to have course materials scanned to place on reserve in Blackboard. Faculty can make this request by contacting Interlibrary Loan Services at 974-4098.
- Document delivery services for faculty are available through the PRONTO service at the USF Tampa Library. This service will provide copies and/or pdf files of print and microform materials in the USF libraries collections. More information about this service can be found under “Books, Articles & Media Delivery” on the “Services” of the Libraries website or by calling Interlibrary Loan Services at 974-1627.

What do I need to know about photocopying copyrighted material?

- The duplication of copyrighted materials for classroom use without proper authorization and payment of royalties to the originating publisher is significantly restricted. These rules apply to both photocopies and electronic copies. In limited circumstances, a teacher may photocopy copyrighted materials under the doctrine of “fair use.” Four factors are used to determine whether photocopying falls within the scope of “fair-use.” These factors are:
 1. the purpose and character of use, considering the spontaneity of the decision to use a work, and whether it is for commercial or educational use;
 2. the nature of the copyrighted work, including the brevity of the work;
 3. the amount and substantiality of the work to be photocopied in relation to the copyrighted work as a whole; and
 4. the effect of the use of the copy on the potential market for or value of the copyrighted work.
- When in doubt, copyright permission should be obtained. The USF Bookstore can help you with your copyright questions and needs. We will procure authorizations for the use of copyrighted materials and produce your custom-published materials.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

What do I need to know about ordering Course Packs and/or textbooks?

The library does not provide a service to order course packs or textbooks for students, however, librarians will verify whether course readings are available full-text, online from the many hundreds of library databases. Links to these materials can be placed in Blackboard for easy access by students.

- Librarians will also assist faculty in developing a course reading list which could include many online, full-text articles, book chapters and e-books. To inquire about this please contact the Tampa Campus library's Director of Academic Services at 974-0450.
- Faculty with questions about copyright compliance regarding use of textbooks and readings should consult the library's copyright librarian at 974-4561.

If you wish to produce "custom published" course materials tailored specifically to your classroom needs, the USF Bookstore offers a Course Pack service for your convenience. We will obtain the permissions, produce the Course Pack, and offer it for sale to your students at the bookstore. The cost of production and any royalty fees will be included in the price. Just provide us with the materials and copyright information (author, title, ISBN, publisher, year published, page numbers, journal, volume number) and we will do the rest. Please allow adequate time. Many permissions are available online within a few days, but some publishers require as much as six weeks for response time. Please call our textbook manager, Todd Urbanski, at (813) 974-7970 with your order.

- The limits of "fair use" may extend further than the limitations suggested by the above factors. The Office of the General Counsel (974-2131), located in ADM 250, <http://usfweb.usf.edu/ogcweb>, can provide information about University policies for permissible photocopying, reproduction, and educational use of printed copyrighted materials, as well as copyrighted materials usable only with visual

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

display equipment. This policy provides guidance, indicating when material to be copied may fall outside the scope of “fair use.” In such situations, faculty and staff should secure permission to copy from the copyright owner. The copyright owner is not necessarily the author of the work, but often the publisher of the publication in which the material appeared. These guidelines, if followed, protect faculty and the University against possible charges of copyright infringement.

- Resources for instructors regarding copyrighted materials can be found on the "Services" tab of the USF Libraries Website at: <http://www.lib.usf.edu>.

From this page instructors can access the official USF policy regarding copyrighted materials, guidelines for electronic reserve materials, and links to other useful sources of information. Further information may also be found on individual library websites or by calling the Tampa Library’s copyright consultation service at 974-4561.

Where can instructors obtain information about assessing student learning outcomes, including the assessment of student writing?

- The Office of Institutional Effectiveness and Assessment (974-2450), located in BEH 245, provides student learning assessment guidance for faculty, departments, and programs. This guidance includes assistance in the development of appropriate student learning outcomes, selection or design methodologies to assess those outcomes, the collection and analysis of data to determine the achievement of the outcomes, and the use of the results to improve student learning. Our office helps identify and develop approaches that align classroom with program assessment, thereby making the assessment process more meaningful and less onerous. With assessment results, learning successes and challenges can be identified and subsequently strengthened. The Office stresses improved student learning as the primary purpose of

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

assessment. Please visit the Office of Institutional Effectiveness and Assessment's web page at <http://www.usf.edu/assessment> for additional information on resources, tools, and upcoming events.

Where can instructors obtain information about test construction, interpretation of item analysis?

- The Office of Institutional Effectiveness and Assessment provides faculty with guidance regarding the development of multiple choice tests and the use of test results to improve student learning. For additional information, contact Felix Wao at 974-7953.

Where can instructors have tests optically scanned and graded?

- Scanning Services (974-5296), located in BEH 101, provides scanning and scoring of optically marked answer sheets commonly called "Scantron" sheets. Printouts of students' responses, scores, item analyses and other test statistics are provided. Assistance is also provided for interpreting the test statistics. For test scoring and reporting, results can generally be obtained while you wait. Please note that during final examinations, a four-hour turn around should be expected. Call Robert Rumans at 974-5296 for more information.

Where can faculty obtain information about USF's accreditation?

- The Office of Institutional Effectiveness and Assessment provides leadership and support for the University's accreditation efforts including the 5th Year Interim Report and the Reaffirmation process. The [IEA website](#) contains information on the process and links to our accrediting agency, the Southern Association of Colleges and Schools (SACS), and other resources related to accreditation. For additional information, contact [Marvin Moore](#) at 974-6080.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Where can instructors locate media resources and audio visual equipment for classroom use?

- The USF Libraries have media resource units located on the 1st floor of the Tampa Library (813-974-4182), and the Poynter Library in St. Petersburg (727-553-4409, <http://www.nelson.usf.edu/im>). These units provide centralized media collections for the University. The media collections include, but are not limited to, videos, DVDs, compact disks, audio-tapes, CD-ROMS, laser discs, LPs, and music scores.

In addition, the media resource units provide access to audiovisual equipment for use in lectures. Tampa Library Media Resources (813-974-4182) has viewing labs available that may be reserved by instructors. At USF St. Petersburg, the Library's Instructional Technology Services unit is responsible for providing audio/visual technologies in all campus classrooms. Tampa Media Resources does not provide audiovisual equipment for use outside the library; equipment needed for classroom use should be obtained from the Audiovisual Department of Information Technology (813-974-2380).

- The Tampa Library Media Resources (974-4182), located in the first floor provides a centralized media collection facility for the University. The media collection includes videos, DVDs, compact discs, audiotapes, CD-ROMS, laser discs, records, and various other materials. Media Resources provides equipment for individual and group viewing/listening of media. Media materials can be placed on reserve by instructors, checked out by anyone with a current USF ID, or scheduled for use in one of the viewing rooms.

Online forms for reserving media or viewing rooms are available via the "Services" tab of the USF Libraries website at <http://www.lib.usf.edu>. Class orientations can be arranged for either a general overview or for more subject-specific information regarding media collections and services.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Where can instructors find library assistance for distance learning?

- Currently enrolled students, faculty, and staff are eligible for an array of library services similar to those available on campus. Services may vary by campus and library; please consult the reference department at your library or the Distance Learners page on the “Services” tab of the USF Libraries website at <http://www.lib.usf.edu> for more details.

In order to access Library resources remotely, distance learners must have a USF ID Card. This card may be obtained using the online form available at <http://www.auxsvc.usf.edu/usfcard.html>. A USF ID Card enables students to register for a USF Net ID account, which is necessary to access restricted library online resources and services offered through by the USF Libraries. These include, but are not limited to off campus access to e-journals, e-books, and article databases, interlibrary loan services, document delivery services online renewal, and onsite borrowing at any of the USF libraries, Florida’s state university libraries, and Florida’s Community College libraries. Note: Borrowing policies may vary outside the USF Library system.

Distance learners and instructors may also use the “Ask-A-Librarian” service, accessed through the “Need Help” button in the banner of the USF Libraries web pages. This service provides electronic reference via email or online chat. Distance learners may also call the Tampa Library for reference assistance at their toll-free number 1-866-550-8036.

Students enrolled in Health Sciences distance learning courses must obtain an HSC computer account to access certain restricted materials. In addition, interlibrary loan services must be arranged through the Shimberg Health Sciences Library at 813-974-2243.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

What library services can enhance teaching effectiveness?

To link to any of the University of South Florida Libraries, six facilities on four campuses, go to <http://www.lib.usf.edu>.

- USF Libraries Website/Faculty Services Website - The University of South Florida Libraries website (<http://www.lib.usf.edu>) enables access by the USF community to vast amounts of online research and teaching materials and to a myriad of services without the limitations of location or hour of the day. Some of the services available include requests for materials and document delivery, requests for information or assistance, interlibrary loan, online renewal, and submission of materials to course reserves. Pages dedicated to faculty services are another feature of our website. In order to view these pages, on the Libraries home page, choose “Faculty/Staff” status and the appropriate library from the pull-down “Status” and “Library” menus at the top of the page.
- Interlibrary Loan - Books, theses/dissertations, book chapters and articles in journals not available at a USF Library location may be borrowed through ILLiad, the Interlibrary Loan Service. Interlibrary loan may also be used to request an item from another USF Library. Patrons of the Tampa Library, Nelson Poynter Memorial Library, Jane Bancroft Cook Library, USF Lakeland Library (articles only), and the Louis de la parte Florida Mental Health Institute Library (FMHI) may access this service with a valid USF ID card. Please consult your library's Interlibrary Loan Office for more specific delivery information. Rush services are available at some libraries. Online access to the Interlibrary Loan Service is available on the "Services" tab of the USF Libraries website at <http://www.lib.usf.edu>. Patrons of the USF Lakeland Library may use ILLiad to request journal articles. For books, please use <http://www.lakeland.usf.edu/Library/docs/ILL.pdf>. You may also make your request in person at the Circulation Desk.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Patrons of the Shimberg Health Sciences Library may also request Interlibrary Loans. Please use http://hsc.usf.edu/nocms/library/usf_ill.html, if you are a USF patron and http://hsc.usf.edu/nocms/library/non_usf_ill.html if you are a non-affiliated patron. In some instances, there may be a charge for Interlibrary Loan Services. Please contact the Interlibrary Loan Department at your library for details.

- PRONTO is a resource delivery service available to all USF instructors. Books, media and/or copies of journal articles and book chapters owned by the Tampa Library may be requested. There is no charge for delivery. Materials can be delivered electronically, to the faculty member's office, via campus mail or can be picked up at the Circulation Desk on the first floor of the Tampa Library. Photocopies or print materials are 20 cents per page and 25 cents per page from microfilm and must be charged to a USF account number provided by the requestor. The form to access PRONTO is located on the "Services" tab of the USF Libraries Website at: <http://www.lib.usf.edu>. Use the library catalog to verify that the Tampa Library owns the monograph or periodical title and specific volume before making a request. To request material not owned by the Tampa Library, please use the Interlibrary Loan service that can also be accessed via the "Services" tab.
- Reserve Materials - Faculty may place articles, books, and A/V materials on reserve for restricted use by their classes. These materials are available to students for limited check out periods determined by the instructor. An Instructor may also place items from his/her personal library on reserve. Articles are made available to students via electronic reserves and may be submitted in either paper or electronic format. Electronic and print reserves are processed locally at each campus library. Guidelines for print, electronic and media reserves, copyright issues, and online request forms are located on the USF Libraries website at <http://www.lib.usf.edu/public/index.cfm?Pg=Reserves12>. Further information can be found by calling the Circulation Desk at your library.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Please note: The Tampa Library does not hold print copies of articles at the Reserves Desk; print articles are scanned and made available on Blackboard.

The electronic reserves online form is located under Reserves on the "Services" tab of the libraries website. In addition, the Tampa Library does not place e-reserve material inside the library's online catalog. Electronic reserves are only accessible via the Content Collection of MyUSF (Blackboard).

- Research/Information Literacy Assistance - The USF Libraries can provide course-specific classroom instruction, one-on-one consultation, and course-specific research guides. Services vary and faculty should consult the reference department of their library for details.

All USF libraries provide students with research assistance and information literacy instruction. Assistance is available from reference librarians either by face-to-face at one of our service desks, online via Ask a Librarian chat and email, by phone, or by appointment. In addition, the USF Libraries website provides access to a variety of instructional tools related to library resources/services including online tutorials, subject guides, and course guides. The form to request a library instruction session is

<http://www.lib.usf.edu/index.cfm?Pg=FacultyInstructionRequestForm>.

- Request Materials for Purchase - In order to meet the needs of their students, instructors are encouraged to submit requests for new materials to their library for possible purchase. The USF Libraries strive to meet all faculty resource requests in the most expeditious manner possible; however, as always, cost and priority must also be taken into consideration. All faculty members are encouraged to forward materials requests to their department's Collection Development Faculty Liasons, who in turn will review it and submit the requests to the appropriate library for purchase. Faculty may also contact their Subject Librarian to request new materials. A list of Subject Librarians is available through the "Research Help" tab of the USF Libraries website. A "Suggest a Purchase" form is available via the Online Forms link on the "Services" tab.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

What computer services are available to instructors?

The Information Technology department supports and maintains the computing services for USF Tampa.

My USF/Blackboard

Information Technology administers and supports an integrated academic tool-kit for hosting web-based courses. This course-delivery tool suite includes easy features for uploading of course materials and assignments, chat rooms, threaded discussions, quiz/survey design, and grading. MyUSF (<http://my.usf.edu>) is a consolidated collection of online services provided via the web utilizing the BlackBoard platform. The MyUSF portal is exclusively for USF faculty, staff and students with a valid NetID and password. These services include: automatic electronic course space, USF communities and student organizations online, individual user's ability to customize and organize personal resources, powerful capabilities that allow users to store and manage content as well as to maintain different versions of documents, access to email, etc. As the portal continues to develop, more University services are incorporated, such as my USF e-Grades, USF's web-based system for assigning and submitting course grades from the BlackBoard Learning System to the Banner Student Information System.

Please visit <http://it.usf.edu/services/myusf> for more information.

The NetID is your user ID at the University. Students, faculty, and staff are automatically eligible to obtain a NetID. With its associated password, the NetID allows you a variety of online services offered at the entire University system, such as:

- MyUSF (Blackboard) online courseware
- Student Email accounts with Google Apps for Education
- Open Use Computer Labs on multiple locations around campus
- USF Library Online Services

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

- Secure Wireless Services (USF GOLD)
- USF Computer Store purchasing and special discounts

You can activate your NetID at <https://netid.usf.edu>

Support Services

The Information Technology Support Services Help Desk (974-1222 OR toll free 866-974-1222) is your first point of contact for computing issues. Help Desk technicians provide support to students, faculty, and staff for computer accounts, NETID accounts, USF-owned computers, as well as MyUSF. These trained specialists are also available to assist users regarding web services, email, and computer labs, technology enhanced classrooms, virus and spyware protection at USF, campus internet connectivity, phone/voice systems, and business systems (GEMS, OASIS). Located in the USF Library Information Commons, the Help Desk maintains the same hours of operation as the Library for your convenience. The Help Desk staff will make every effort to handle requests as they receive them. For more complex issues, technicians will create a work order so that appropriate service arrangements can be made. The Help Desk is available by phone, email, and live online support. Please visit <http://it.usf.edu/help> for more information.

Computer Labs

There are a variety of computer labs available on the USF campus. Classroom computer labs are available by reservation only. If a class requires special software be sure to discuss the needs with the Lab Manager well before the class is scheduled to start. Open Use computer labs are available to USF faculty and students with a valid NETID account. Printing in these labs is also available via the Bull Buck\$ system. Open Use labs are staffed by an attendant that can assist with printing and other lab specific procedures. Lab locations and hours as well as contact information for the Lab Manager can be found by calling the Help Desk (974-1222) or by visiting <http://it.usf.edu/services/labs>.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Computer Store

The USF Computer Store provides personal and institutional computer sales and service for the USF community. Visit the store in person on the first floor of the Marshall Center or on the web at <http://www.usf.edu/purchasing>.

Mail

Instructors should contact their office manager or send a request to help@usf.edu to request an email account. Student's official USF email account is provided free of charge and can be accessed via the web at <http://mail.usf.edu> by clicking on the Gmail icon. Students can learn more about the features of the USF student Gmail account, by clicking on the "Welcome to Google Apps at USF" email message found in the inbox of every new student Gmail account. Faculty and student organizations may use the email lists available in Blackboard. Users can moderate any communications between members to ensure topical conversation. Students are also encouraged to use other technology resources such as personal web pages and blogs at <http://it.usf.edu/services/blogs>.

Security

Information Technology provides the administration and facilitation of the University Computer Security program. As part of this service, IT monitors, reports, and provides resolution to computer security issues. This includes developing policies and procedures to protect University and individual resources on the USF community network. Virus protection software and best practices can be found at the USF security website at <http://it.usf.edu/standards/security>.

Research Computing Services for Instructors

Research Computing, a division of Information Technology, provides high performance computing (HPC) resources to the University community. These include large memory SMP servers, and a cluster computer system with over 1400 processors. Research Computing offers administrative services for HPC computer systems. Resources are

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

available to all faculty and students actively involved in research with faculty. In addition, special arrangements may be made to allow use of the facilities for class instruction. Research Computing offers intensive HPC training courses, and online tutorials. This division also provides licenses for research software such as Matlab, Maple, Mathematica, and Comsol among others. For a complete list of resources, please visit <http://rc.usf.edu>.

What voice and data communications services are available to instructors?

- Information Technologies (974-1222), provides one-stop shopping for your communication needs.

Voice Communications: Services include telephone service for your on-campus location, long distance access, voice mail, and the training necessary to effectively utilize these services. Your department's Telephone Counselor works with the IT Customer Service staff to order, install, move existing phones, and maintain your service. Your Counselor has been trained to help you determine your requirements.

University faculty, staff, and students may contact the Information Technology Help Desk, at 974-1222, to report telephone trouble, ask questions concerning telephone features and voice mail, and to schedule faculty/staff training for telephone features. You can also access our IT telecom website at <http://it.usf.edu/itc> for additional information.

Long Distance: There is no charge for domestic long distance calling for business purposes for faculty and staff. Domestic long distance calling area is defined as the continental United States, including Hawaii, Alaska, and Puerto Rico. For international calling, a seven digit authorization code is required and will incur billing toll charges. Please visit <http://it.usf.edu/itc> for more information.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Conference Calls: An audio teleconference bridge is available to individuals needing to reserve conference call services (local or long distance). To schedule a conference call, you will need to contact Information Technology Operator Services at 974-4800. For additional conferencing options, please visit our IT Telecom website at <http://it.usf.edu/itc>.

Data Communications: Information Technology maintains the University highspeed network with Internet and Internet2 connections. Faculty should contact their college/campus computing administrator to obtain connections to the campus network. Desktop connections of 10/100 mbps are readily available in most locations. Higher speed connections for special applications can also be arranged on a case by case basis.

Special Needs: In accordance with Title II of the Americans with Disabilities Act, the following special telecommunications assistance is available for sensory-impaired persons: auxillary aids such as amplified and hearing compatible handsets, special access telephone lines to accomodate Telecommunications Teletype (TDD/TTY) devices, and repositioning telephones to provide better access to facilities by physically impaired individuals.

Where can instructors obtain assistance in dealing with personal and work related problems?

- Employee Assistance Program - The University recognizes that alleviating personal, family or work related problems of its faculty, staff and administrators may result in improved functioning for both the individuals and the organization. EAP is housed in the Counseling Center and assists University employees and their families with these concerns. Qualified professionals provide evaluation and recommendations, short-term personal and career counseling, referral, consultation, and crisis intervention. Seminars are offered each semester on varying topics; please see our website www.usf.edu/eap.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

The Employee Assistance Program and the Counseling Center function collaboratively to provide the University community with prevention and intervention services (see Consultation <http://usfweb2.usf.edu/counsel/>). Consultation interventions may include: crisis debriefings, group facilitations, emergency interventions, referrals, and psycho-educational programming. These services are designed to assist educators and administrators in identifying and dealing effectively with students and employees manifesting emotional and/or behavioral problems. Services are available to all USF administrators, faculty and staff free of charge (conjoint services available to dependents within the same household). Contact information 974-5469, located in SVC 2128.

- Office of Diversity and Equal Opportunity (974-4373), located in ADM 172, is responsible for the development, monitoring, and implementation of USF's Diversity, Equal Opportunity and Affirmative Action plans and programs, and Americans with Disabilities Act Compliance. DEO assists in providing a work and study environment for faculty, staff and students that is free from discrimination and harassment on the basis of race, color, marital status, sex, religion, national origin, disability or age, as provided by law. The USF system protects its faculty, staff and students from discrimination and harassment based on sexual orientation. The office is responsible for implementing a university-wide diversity education component as well as ensuring compliance with Federal, State, and local regulations pertaining to Equal Education Opportunity, Educational Equality, Equal Employment Opportunity, Affirmative Action, Access, and Accommodations for individuals with disabilities through (1) formulation and implementation of policies, (2) developing and providing awareness and education programs for the USF community, (3) providing counseling and consultation services to management employees, (4) monitoring of admission, recruitment, selection, hiring, promotion and termination activities, (5) resolution of equal opportunity disputes through mediation, conciliation, or investigation of discrimination complaints, (6) development and coordination of the annual equity, accessibility, Title IX, affirmative action and equal opportunity plans, and (7) evaluation of the effectiveness of unit diversity plans and programs. The DEO web site can be found at: <http://www.usf.edu/ea>.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

If you have a disability and require reasonable accommodations for your employment, please contact Human Resources by dialing 974-2970 and ask to speak with an Employee Relations Consultant. If your students need disability accommodations, contact Students with Disabilities Services at 974-4309.

Instructors should familiarize themselves with their responsibilities to accommodate the requests of students with disabilities as required by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and Americans with Disabilities Amendments Act of 2008 (ADAA). For more information, visit the web site of the Office of Students with Disabilities Services at: <http://www.sds.usf.edu/index.htm>.

What office supports distance learning and the integration of instructional technologies?

ECampus provides academic services for credit and noncredit continuing education programs. We support USF's distance learning programs for both faculty and students and the second largest enrollment in graduate certificate programs in the country. We facilitate instructional effectiveness and the integration of technology in both face-to-face and distributed instruction. We also coordinate noncredit continuing education and lifelong learning programs.

Where can instructors locate audiovisual equipment and services?

Information Technology - Classroom Technology Services (CTS), located in SVC 061, provides audiovisual and distance learning services in support of instruction and research at the USF Tampa Campus. For information about available resources, contact the CTS Information Desk at 974-2380 or visit our website at: <http://it.usf.edu/cts>.

Media Enhanced Classrooms

165 general use classrooms are permanently equipped with a range of low and hi tech equipment such as data projectors, PCs w/ high speed Internet access, and document cameras. To learn more about specific equipment in any of the classroom locations visit

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

the CTS Website at <http://it.usf.edu/cts> or contact the CTS Information Desk at 974-2380. CTS offers both group and one-on-one training sessions for classroom technology. Our website also contains a tutorial, which includes classroom photos, as well as Quick Start Instructions for installed equipment. To schedule a Technology Classroom contact the USF Central Space Office at 974-2461.

Distance Learning Classrooms

Some classrooms are especially equipped for real-time distribution and/or video capture (for later on-demand viewing) of programs using technologies such as videostreaming, videoconferencing and pod/vodcasting. In addition delivering distance learning courses, other types of services scheduled in these classrooms are:

- Capturing video Clips for integration into online courses or websites
- Recording classroom simulation activities
- Pre-recording a class that otherwise would be cancelled due to a conflict with a conference or other academic activity. (CTS can help schedule the viewing of the recorded content at the regularly scheduled class time.)
- Hosting a remote guest speaker
- Meetings in support of instruction and research
- Doctoral and thesis committee participation

AV Equipment Delivery and Check-Out Services

The delivery and check-out of audio visual equipment can be arranged by completing reservation forms available on the CTS Website at <http://it.usf.edu/cts>, and by stopping by the CTS Information Desk, located in SVC 061. Some equipment is available for check-out on a semester loan basis.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Equipment resources include:

- Digital Items: Laptops, camcorders/tripods, data projectors, portable videoconferencing systems, documents cameras, digital audio recorders.
- Standard Equipment: DVD Players, boom boxes, podium/mic's and portable P.As.
- Wireless Equipment: Assistive Listening Devices, Remote Mice, and Lavalier Microphones.

AV Technical Support

Phone assistance and on-site support is provided for all services. If technical problems occur or questions arise regarding the operation or set-up of equipment, contact the CTS Help Line at 974-2382 or e-mail AVforms@admin.usf.edu.

Where can instructors find technical assistance for distance learning at USF?

Information Technology - Classroom Technology Services (CTS) supports the delivery of distance learning courses being distributed via video streaming, videoconferencing and pod/vodcasting from the classroom.

Distance Learning Delivery Options

Video Streaming

Courses can be distributed for both real-time delivery and on-demand applications between campuses, on the World Wide Web and over Internet2. To view some applications currently using this delivery option, log onto <http://www.netcast.usf.edu>.

Video Conferencing

USF supports fully interactive audio and video connections to all USF locations and to conference sites almost anywhere in the world using the World Wide Web, Internet 2 and telephony (ISDN) services.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

To inquire about delivering a course using one of these options or to develop an online course, please contact The Media Innovation Team (MIT) in the Center for 21st Century Teaching Excellence at 974-8001.

What resources can help instructors become more skillful in the classroom and at a distance?

- The Center for 21st Century Teaching Excellence (C²¹TE) (974-2576), with main offices located in SVC 1072, offers a wide range of instructional support for faculty and graduate teaching assistants. Support is focused on distance learning with additional help for face-to-face instruction. The Center includes the Media Innovation Team (see below).
 - Workshops: Each semester, the Center offers a wide variety of workshops about teaching/learning issues with and without the use of technology. A brochure describing the upcoming workshops is sent via campus mail to faculty and teaching assistants at the beginning of each semester. In addition, the workshop schedule and registration form can be found online at the C²¹TE's website <http://www.c21te.usf.edu>. These workshops are free for faculty and GTAs. Some are offered online. Faculty and GTAs attending twenty or more hours of Center-sponsored workshops per year will receive Certificates of Achievement.
 - 21st Century Faculty Teaching Lab: The Center for 21st Century Teaching Excellence also has a user-friendly, modestly sized teaching technologies lab in its SVC1072 facilities. This up-to-date, flexible learning environment is dedicated to faculty and GTAs interested in augmenting the impact of their 21st century teaching. The lab features a regular schedule of small workshops and can also be scheduled for one-on-one instruction. For additional information please call the main C²¹TE number: 974-2576.
 - Individual Consultations: Instructors can request individual assistance with a variety of teaching concerns. Help is available to those interested in (1) designing or redesigning courses for both distance learning and face-to-face learning, (2) exploring

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

alternative teaching strategies using the latest technology or without technology, (3) creating instructional materials with and without technology, (4) resolving classroom problems.

➤ **Classroom Observations:** Research shows that classroom visits by consultants are one of the most powerful instructional improvement tools available to faculty. For maximum impact, these activities should involve (1) a short pre-visit discussion to identify the specific types of feedback the instructor desires, (2) a classroom visit on a date designated by the instructor, and (3) a confidential post-visit feedback session to describe what was observed and explore instructional improvement possibilities. A two-week advance notice is helpful to schedule a classroom observation. Videotaping of observations is always an option.

➤ **Student Feedback:** The Center is available to help instructors design efficient course-specific strategies to collect timely student feedback. The methods and materials developed for this purpose are often different from commonly used end-of-the-semester student rating questionnaires and are more useful to one's self-improvement efforts.

➤ **Reading Resources:** The Center's Library and Reading Area houses a large collection of books addressing a wide variety of issues in higher education. A listing of these resources is available on-line at <http://www.c21te.usf.edu>.

➤ **General Education Recertification Support:** The Center supports faculty who are in the process of writing a proposal to the General Education Council for certification of new general education courses or recertification of existing general education courses. Help is provided by telephone, one-on-one, and in periodic group help sessions listed in the Center's workshop brochure and on the Center's website.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

What resources in the C²¹TE can help instructors enhance teaching with technology?

C²¹TE - Media Innovation Team (MIT): The Center for 21st Century Teaching Excellence includes a highly collaborative team of instructional and information technology experts dedicated to the effective integration of digital technologies into the teaching and learning process. The team includes instructional designers, multimedia specialists, web course developers, and audio/video producers. MIT staff work directly with faculty to collaboratively design, develop and integrate the most appropriate instructional and information technologies into the teaching and learning process. The MIT also provides comprehensive Blackboard course support for faculty. Additional faculty course support services include:

- Web course development from inception through implementation.
- Instructional design and consultation for fully-online and web-enhanced courses. Web course developers, instructional designers, and multimedia specialists work as a team to produce digital courses, in whole or in part, using unique web sites and Blackboard courseware.
- Multimedia development to enhance course content, including DVD/DVD-ROM production and replication.
- Integration of digital video, including HD video and still photography.
- Database and application development.
- Contact Bill Patterson, Director of the Media Innovation Team @ C²¹TE, SVC 0046, 974-8001, patterson@cte.usf.edu.
MIT email: onlinehelp@admin.usf.edu.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

What are Academic Learning Compacts (ALC)?

Academic Learning Compacts (ALC) refer to statements of student learning outcomes and corresponding assessment strategies for each baccalaureate degree program mandated by the Board of Governors for state universities in Florida. A Compact must include, at the minimum, the core learning expectations in the areas of Communication, Critical Thinking, and Content/Discipline knowledge and skills. It also must identify the corresponding assessments used to determine how well student learning matches those articulated expectations. The express goal is improvement of student learning.

At USF, the ALC are developed and implemented in the context of program assessment processes at the undergraduate level.

Where can faculty find assistance with Academic Learning Compacts (ALC)?

- Academic Learning Compacts Website: Academic Learning Compacts for all baccalaureate programs and additional assessment information (including assessment workshops) can be accessed via the ALC website at the following link: www.tinyurl.com/6ygfcu.
- Individual/Group Consultations: Faculty can request individual and/or group assistance with ALC/assessment related questions. Help is available for those interested in more information on Academic Learning Compacts and would like to align their course objectives with their program's student learning outcomes stated in each undergraduate's Academic Learning Compacts.
- Contact: Felix Wao, Assistant Director of Assessment, Office of Institutional Effectiveness and Assessment.

Dr. Wao can also be reached by e-mail at fwao@admin.usf.edu or by phone at 974-7953.

PREPARING FOR THE FIRST DAY OF CLASSES

Where should an instructor begin?

- One helpful starting point is to ask your department secretary or chairperson for all available information about the courses you have been assigned to teach (e.g., recent course syllabi on file, names of faculty and/or graduate teaching assistants who last taught the class). Speak with experienced instructors and closely examine their syllabi.

- If the following issues are not addressed in the written materials you have been given, make certain your conversations include the following course planning questions:
 - What are the primary goals of the course? For example, what types of students typically enroll in this course; what types of degree requirements does the course fulfill, and what are students expected to learn to be successful in subsequent courses in the department?
 - What are the basic logistical arrangements of your teaching assignment? For example, when and where does the class meet; where will your office be; how do you obtain a key; and how do you obtain a textbook and sample tests used previously in the course?
 - What are some important instructional issues you should consider? For example, are there any formal expectations regarding how you should teach the class; what kinds of assignments are you expected to create; and are there any policies regarding grading that you are expected to follow?
 - What is the best advice in determining one's professional priorities? For example, how many hours per week should be spent preparing for class, holding office hours for students, grading student assignments, doing scholarly research and writing, serving on committees and/or attending meetings?

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- What type of support is available to you for typing, photocopying, collating course handouts, and preparing quizzes? Depending on the size of your department, advance planning may be required by the support staff.
 - What are some of the problems encountered most often by faculty who have taught this course?
- Another important planning issue involves student use of library materials. If you wish to put items on reserve, consult with the Reserve Department one to two weeks before the start of the semester to complete the request process. Though the normal processing time for reserve materials is 24 hours, processing typically takes longer at the beginning of each semester due to high demand. Call 974-2729 for information.

What are some strategies to reduce nervousness?

- Nervousness among new instructors is commonplace on the first day of classes. Some simple, yet effective, ways to reduce anxiety include:
 - Practice, practice, practice -- There is no substitute for ample advance planning and preparation.
 - Make a strong start -- Begin with an engaging introduction that is easily remembered.
 - Focus on a few main ideas -- Concentrate on your students and not on your feelings of nervousness.
- Reading is another way to learn to become a more confident and skillful instructor.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

What might instructors do on the first day of classes?

- Since students commonly have difficulty locating their classrooms on the first day of class, it is helpful to be in the classroom five or ten minutes early. To help students determine quickly that they are in the right classroom, write the title of the course, the course number, and your name on the board before students arrive.
- Giving students written materials during the first class is also a good idea. Distribution of course syllabi and/or other handouts communicates that you are prepared and organized. Because handouts help focus attention, they can reduce the natural nervousness, yours and theirs, that is common on the first day. Further, handouts provide students with something to refer to throughout the semester.
- In addition to providing an introduction to your course and its requirements, you might also consider offering a brief personal introduction. Students are typically curious about instructors as people. Directly addressing this curiosity can reduce feelings of uncertainty. Further, communication research suggests that credibility is influenced significantly by an audience's perception of a speaker's expertise and trustworthiness. Your personal introduction can readily address both these concerns.
- Indicate why you chose the field you are in and why you find your discipline fascinating. Describe how your specific background (i.e., educational, professional, or personal) has prepared you to teach the course. To help convey that you are approachable, you might mention where you are from, where you did your undergraduate work, what type of student experiences you've had, and any unique hobbies or other interests you wish to share.
- Furthermore, you may want to describe the rationale underlying the course structure, content, and assignments. Discussing why you have chosen certain teaching methods

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

in contrast to other instructional approaches may also be appropriate. This discussion can demonstrate that you have thought carefully about your teaching and how it will enhance student learning.

What information should be included in course syllabus?

- One of the best ways to get classes off to a strong and positive start is to prepare clear, comprehensive, and engaging course syllabi. Ideally, a course syllabus should be more than a simple listing of curricula topics, assigned readings, and examination dates. The most effective syllabus outlines the settings, conditions, expectations, and performance criteria for students. While many instructors enjoy preparing course syllabi with a "personal touch," a course syllabus should, at a minimum, address the following: (1) course objectives, (2) assignments and dates, (3) grading policy, (4) examination dates, (5) attendance policy, and (6) other requirements. USF policy requires that all students receive a graded assignment or examination prior to the semester's drop/add date.
- The staff of Students with Disabilities Services (SDS) strongly suggests that a statement such as the following be included in the syllabus for each course:
Accommodations for Students with Disabilities: Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodations needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- Instructors who plan to use USF's plagiarism detection service (see page 64) should include the following message in the syllabus to clear the way for submitting student assignments to the service:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection service. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. Also see <http://www.ugs.usf.edu/catalogs/0809/adadap.htm#plagiarism>.

Here are some other suggestions for the syllabus:

- Place the course in a larger context. Make a statement as to why students may want to take the course, how the course fits into the University's general education requirements, etc.
- Describe the background and skills needed by students to be successful. Include any prerequisite courses and the specific knowledge and/or skills that students are expected to possess prior to enrolling, etc.
- Highlight the primary course objectives in an engaging fashion. Describe what students will learn while taking this course.
- Discuss how the course has been structured and organized. For example, indicate why the topics are sequenced as listed.
- Indicate how class time will typically be spent. For example, include what type of pre-class preparation is expected and describe how class time will typically be spent (e.g., will there be lectures, discussions, problem-solving activities, or group presentations?)

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- Describe the types of intellectual activities the course will require. For example, include your expectations regarding student writing and/or speaking, whether assignments will require students to describe, analyze, provide evidence, criticize, or defend, and whether assigned readings will emphasize primary or secondary source materials and why.
- Describe significant classroom policies and procedures. For example, include any formal expectations/rules governing proper classroom conduct you have, and what your policies are regarding assignments that are submitted late.
- Preview the assigned textbook and/or readings. Indicate why these texts were chosen, what their relative importance is to success in the course, and how much time the typical reading assignment will take to complete.
- Indicate the frequency and types of exams that will be given. Include the scheduled exam dates, the types of tests -- multiple-choice, essay -- that will be used, whether the tests require the ability to memorize, to apply knowledge in a new context, or to synthesize. Describe also your policies regarding make-up exams.
- State the steps you will take to prevent and/or respond to academic dishonesty. Include your views about students working together on assignments, what constitutes plagiarism, and how accusations of dishonesty can be avoided.
- Specify how course grades will be assigned. Include activities that will contribute to the computation of final course grades and how each activity will be evaluated.
- Being clear and explicit on these matters at the beginning of the term will significantly reduce the number of stressful and unpleasant grade disputes you may have to resolve at the end of the semester.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

When do instructors receive class rolls?

The Registrar's Office and Information Technology automatically populate each Blackboard course with the appropriate registered students. You can view your students via many avenues within your course:

- The First Day of Attendance tool was created as the primary class roster for attendance on the first day of class.
- A Photo Roster tool is available to view and print out your current students.
- The Grade Center.
- The User Management Console.

As part of the campus portal project, Blackboard online course sites are created each semester for every course. For additional information on your blackboard course site, please contact Information Technology or go to <http://it.usf.edu>.

Where can instructors or students pick up their USF ID Card?

The USFCard is the official identification card of the University of South Florida. The USFCard is a multi-functional card with digitized photo and electronic identification and validation for departments needing to verify student and/or employee status. The USFCard was designed as a platform for a multitude of services and functions. Students and faculty alike can receive discounts at multiple businesses around the USF area just by showing their USFCard. They can also take advantage of many services at the University. For more information, please visit <http://it.usf.edu/services/usfcard>.

The cost for your original card is \$10.00. Replacement/re-make cards are \$15.00.

Where can I view my paycheck or record my leave?

The eUSF portal is a single-sign on portal that allows USF employees to access GEMS, FAST, and OASIS all in one click! For faculty, users are able to login to GEMS Self-Service and check

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

their paystubs, change their address, or record any leave time they are taking. Users will need a domain and user ID logon. If you don't know your user ID, please contact the IT Help Desk at 813-974-1222.

What is the University's policy regarding class attendance?

For 1000 to 5000 level courses, USF has a mandatory first day attendance policy. Students who fail to attend the first class and do not notify their instructor prior to the first class should be marked absent by circling their names on the first class roll. First day attendance is not mandated for graduate level courses. It is also recommended that you check with your Department Chairperson to determine if there are additional attendance requirements expected of students.

Because the University setting offers students a much greater opportunity to cut classes than high school settings, many freshmen develop poor attitudes and habits regarding class attendance. Remind students that you are genuinely concerned about the quality of their education; therefore, you will make class interesting and valuable. Advise them that students who frequently miss class generally do not perform as well as students who attend all classes.

What University policies exist regarding student requests for enrollment in closed sections?

During the first week of class, the availability of seats in previously closed sections is determined from the current drop/add figures. Seats become available to students on a first-come basis. Procedures for allowing students to enroll in closed classes vary among departments; check with your department for specific criteria.

Individual instructors usually do not have the authority to permit students to enroll in closed sections. In most instances, if a student needs a class to graduate (or for some other important reason), s/he must see the Department Chairperson or Advisor for approval.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

What are the University's policies regarding grades?

- USF grading policies are listed in the Undergraduate Catalog. In addition, you should check with your Department for further grading requirements or guidelines that you must follow, particularly regarding grades of "I" and "M."
- Faculty should include in their course syllabi a clear statement regarding the relationship of attendance to grades. If the faculty member intends to reflect class absences in a lower grade, the special way attendance will be counted in the final grade should be made absolutely clear.
- Effective fall semester, 2000, instructors may use a plus/minus grading system to assign student grades. The use of the plus/minus system is at the discretion of the individual instructor. As part of the explanation of your grading plan in the course syllabus, a clear statement about your intent to use or not use the plus/minus system should be included.

A+		4.00
A	Excellent performance	4.00
A-		3.67
B+		3.33
B	Good performance	3.00
B-		2.67
C+		2.33
C	Average performance	2.00
C-		1.67
D+		1.33
D	Below average Performance	1.00
D-		0.67
F	Failure	0.00

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

Other Grades:

E	Course repeated, not included in GPA
FF	Failure/academic dishonesty
I	Incomplete
IF	Incomplete grade changed to Unsatisfactory
M	No grade submitted by instructor
MF	Missing grade changed to Failure
MU	Missing grade changed to Unsatisfactory
N	Audit
S	Satisfactory
U	Unsatisfactory
W	Withdrawal from course without penalty
WC	Withdrawal for extenuating circumstances
Z	indicates continuing registration

Please note that the grade of C- will satisfy specified minimum requirements of the Gordon Rule Courses and the common prerequisites unless otherwise specified in the Undergraduate Catalog.

- USF has a policy requiring faculty to supply mid-semester grades to first-time-in-college students. It has been shown that furnishing feedback to students in the form of mid-term grades helps to retain students in courses they might otherwise drop. An additional benefit is that it gives both faculty and students an opportunity to meet one-on-one to discuss grades.
- Mid-term and final grades are submitted electronically by USF Faculty using myUSF e-Grades, a module in the Blackboard learning management system. Grades are expected to be submitted on time each semester, in accordance with the deadlines provided by the Office of the University Registrar. Note that e-Grades open for submission of final grades approximately one week before the last day of classes

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

in the semester and closes on the date/deadline that all grades are due, which is the second business day following final exams week, at 11:59 P.M.

Information Technology conducts e-Grades submission training sessions for new faculty. Visit their pages at <http://www.it.usf.edu> to access the guide to e-Grades, USF's online grading system.

What is the University's policy regarding religious observances?

- The University attempts to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the University's constituency. University policy states that no student shall be compelled to attend class or sit for an examination at a day or time when he or she would normally be engaged in a religious observance or on a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination prior to the scheduled meeting. For additional information about religious holy days, contact the Office of Diversity and Equal Opportunity (974-4373), located in ADM 172. To obtain a list of religious holidays, go to their web site at <http://www.usf.edu/eoa>.
- Students absent for religious reasons will be given reasonable opportunities to make up any work missed. In the event that a student is absent for religious reasons on a day when the instructor collects work for purposes of grading (homework, pop quiz, etc.), the student shall be given a reasonable opportunity to make up such work or shall not have that work averaged into the student's grade at the discretion of the instructor.

What additional items should new graduate teaching assistants consider?

- Teaching assistantships offer graduate students a rather unique employment opportunity because they simultaneously occupy two very different roles. As students

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

at 9 a.m. on Monday, they may be sitting in the front row of class, taking copious notes from a distinguished professor with many years teaching experience. An hour later, as graduate teaching assistants (GTAs), they may be standing nervously at the front of a room while groups of undergraduates take notes (hopefully) from their presentations of course material (which the GTAs perhaps learned 72 hours previously). On some evenings, GTAs will complete both their own course work as well as the assignments they plan to give their students. On other evenings, they will compose polished examples of scholarly thought and expression and then turn around to grade large piles of undergraduate papers. It is not surprising, therefore, that many new graduate teaching assistants report that their workload is often unnerving and frustrating; further, the combined workload of instructor and student is likely to appear excessive much of the time.

Despite these pressures, serving as a teaching assistant is usually a good beginning for a career as a college professor. In addition to helping finance your graduate education (i.e., by providing both a paycheck and tuition waiver), your assistantship will help you become a part of the everyday life of your department. Furthermore, teaching as a graduate student can be an especially rewarding and creative activity. You will receive tangible evidence that your efforts have been well spent when your students understand and do well in the course.

- As you would expect, teaching assistants are most often assigned to teach required introductory courses at the freshman and sophomore level. It is likely, therefore, that your class will be composed of (1) students potentially majoring in your discipline, (2) students who are required to take the course but who know they are majoring in something else, and (3) students who are taking the course to assess their interest in your field as a possible major. Consequently, students' interest and motivation levels, as well as, their levels of prior preparation for the subject will vary considerably.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

What additional items should new international instructors consider?

- Instructors who have received their educational training outside of the United States are commonly surprised at the informal behavior of many American students, both inside and outside of the classroom. For example, students generally dress casually. Some may arrive late. Though instructors are sometimes uncomfortable with student informality, many undergraduates are reluctant to change.
Also common in the American classroom are student requests that faculty "speak up," "slow down," or repeat things said previously. At other times, student questions may appear to challenge your expertise. Such behavior may surprise you, especially if you are accustomed to students who appear more respectful of their teachers.
It is important to recognize that many USF undergraduates have had little or no close contact with people from other cultures. Therefore, such individuals are not consciously aware of their preconceptions. By being caring and personable, as well as intelligent and skillful in the classroom, you can play a significant role in combating prejudice and ignorance.
- Communication difficulties often arise in the classroom. One technique to reduce such problems is to confirm your understanding of what students have said or asked by paraphrasing their remarks. If you cannot comprehend the remarks of one student, ask other students for assistance. Do not pretend to understand if you do not.
- Assure your students that you welcome their help when they can call attention to language differences. Some students believe that it is not polite to mention language difficulties. Students need to be encouraged to let you know when there are language issues in the classroom.
- Students appreciate knowing something about your background. Sharing information about you can lead to better communication. It's also important to get to know something about your students to promote a positive classroom climate.

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT

Why are office hours important?

- Informal interactions during office hours provide a stimulating and rewarding extension of the learning process begun in the classroom. Further, such conversations can help reduce the impersonal nature of a large urban university for both students and faculty. Though instructor time is always in short supply, few activities have greater and more lasting impact on students than positive interactions and time shared with instructors outside of the classroom.
- Indicate your office hours during the first week of classes and announce frequently that students are truly welcome to meet with you at these and other times. Individually inviting students to visit or adding a friendly comment on a returned paper can help overcome many students' initial reluctance to participate in out-of-class meetings with their instructors.
- When students come to discuss academic or personal concerns, it is helpful to:
 - Be approachable -- Because students often feel as if they are intruding, it is important to make them feel welcome in your office from the outset. Pay attention to creating a relaxed, pleasant atmosphere. Use both verbal and nonverbal means to communicate your interest in your students.
 - Listen carefully and give students your undivided attention -- Students often feel that they are wasting your time. By listening and responding thoughtfully, you can allay this anxiety. One way to demonstrate your interest is through the questions you ask of them.

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT..contd.

- Be prepared to make referrals -- Recognize that often you will be unable to provide the answers or assistance needed. For additional information regarding your proper role as advisor or counselor, refer back to previous sections of this Resource Guide.

How can instructors enhance students' motivation?

- To enhance student interest, remember that "you have only one chance to make a strong and positive first impression." The following tips can help instructors establish a more rewarding and enjoyable classroom climate beginning with the first class:
 - Get to class a few minutes early and be prepared to stay a few minutes late to chat informally with students -- Arrange your schedule to allow enough time before and after class to converse with students. Students commonly view faculty who always appear rushed as "indifferent and unapproachable."
 - Attempt to learn as many names as possible -- This might seem like a simple suggestion, but it generally has profound results. Students respond positively when they are addressed as individuals.
 - Learn something unique about each student -- This strategy is another way to personalize relationships with students. Learning what other classes a student might be taking, how he or she spent the previous weekend, what his or her personal interests or hobbies are, what kinds of books he or she likes to read, or how many children the student has can help establish a supportive classroom climate. Asking students to complete short biographical questionnaires at the beginning of the semester is an easy and efficient way to collect such information.

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT..contd.

- Encourage students to ask questions before, during, and after class -- Demonstrate your openness to students' questions by allowing them time to think after you have asked questions. Three to five seconds of "wait time" dramatically increases the quantity and quality of students' questions. Listen carefully to each question and provide a concise response; afterwards, ask if your response adequately addressed the student's concern.
- Recognize and reward students' contributions -- Demonstrating an acceptance of opinions and viewpoints other than your own is an essential step in creating a supportive classroom environment. Inexperienced instructors who want to communicate their expertise and command of the subject are often unnecessarily authoritative. Students shut down quickly when they perceive that their instructor does not have an open and accepting mind. Create opportunities to show your genuine desire for active student involvement.
- Provide nonverbal encouragement -- There are several nonverbal ways to help create a classroom atmosphere that encourages positive social interaction. For instance, make eye contact with as many students as possible each day. Moving around the room will help you to engage their interest and enable you to better give students' the nonverbal communication.
- Eliminate stereotypes from class presentations -- Often, instructors unknowingly describe or illustrate course material using common, yet false, stereotypes based upon gender, race, ethnicity, religion, sexual orientation, etc. The classroom is an arena in which students can be taught to recognize and challenge false generalizations. Instructors must become appropriate role models. It is important that faculty avoid depicting authority figures as men and portraying women as subordinates. Generic masculine terms used to refer

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT..contd.

to individuals of either sex can offend many students and reduce instructor effectiveness.

- Research conducted in university classrooms across the country has revealed that instructors all-too-often engage in the following behaviors that influence negatively the motivation and/or performance of women and students from underrepresented groups:
 - asking female or students from underrepresented groups questions that require factual information while asking male students questions that demand evaluation and critical thinking.
 - responding more extensively to male students' comments than to the comments of female students.
 - coaching male, but not female students or students from underrepresented groups in working toward a fuller answer by probing for additional elaboration or explanation.
 - ignoring female students or students from underrepresented groups, even when they clearly volunteer to participate, while recognizing male students.
 - calling directly on male students but not calling on female or minority students, or calling male students by name more often than female or minority students.
 - addressing the class as if no female or minority students were present.
 - using generic "he" or "him" to represent both men and women.

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- waiting longer for male than for female or minority students to answer a question before going on to another student.
- interrupting female or minority students (or allowing them to be interrupted by peers).
- Use humor carefully -- avoid humor or gratuitous remarks that demean or belittle individuals because of their race, religion, or physical characteristics. Also, refrain from sharing negative generalizations about students, no matter how frustrating you personally find their attitudes or behaviors (e.g., calling a class lazy or shallow after having graded a dismal set of papers). Respect the dignity of all students.
- Seek feedback from the class -- valuable information regarding ways to improve teaching can be obtained by using brief mid-semester questionnaires or by having student volunteers informally interview classmates and then report their findings to you. Three simple, yet helpful, questions include:
 - What specific things do you like BEST about the way your instructor has been teaching this class?
 - What specific things do you like LEAST about the way your instructor has been teaching this class?
 - For the remainder of the semester, what specific things might your instructor do to improve teaching/learning effectiveness in this class?

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT..contd.

What should instructors know about establishing personal relationships with their students?

The University of South Florida strongly discourages amorous or sexual relationships between faculty and students where there is a benefit or service rendered or evaluation of performance. Relationships under those circumstances constitute a conflict of interest and require disclosure to the appropriate administrative supervisor so that arrangements can be made for objective evaluation and decision making with regard to the student or staff member.

What should instructors know about accommodating students with disabilities?

The University may be required to make reasonable modifications to academic programs or provide reasonable auxiliary aids and services to disabled students to assist them in participating in University academic programs. Accommodations such as reader services, notetakers, alternative exam administration, adaptive equipment, and interpreters are available to students through the Office of Students with Disabilities Services (974-4309) located in SVC 1133. For more information, consult USF's ADA Policy. A suggested statement for your syllabus can be found on page 49.

How can plagiarism be discouraged?

- The University of South Florida subscribes to a plagiarism detection service, SafeAssignment. SafeAssignment is an automated plagiarism detection system designed to work in conjunction with myUSF (Blackboard). Every student paper submitted to myUSF via this tool automatically undergoes a search through the Internet and a number of internal and external document databases for signs of plagiarism.

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- First, create an assignment in SafeAssignment following the easy steps below.
- Then choose which of two ways you will have SafeAssignment check your student's documents:
 - You can submit your students' documents to SafeAssignment, or
 - You can have your students submit the documents themselves.

A. Creating a SafeAssignment:

1. Log in to myUSF at <https://my.usf.edu> using your netID and password.
2. Click the Courses tab.
3. Select the course in which you would like to create a SafeAssignment.
4. Click the Control Panel link.
5. In the Content Areas group, select the content area (and then the folder, if applicable) in which you would like to create the SafeAssignment.
6. In the Select drop-down menu (right side of the Add row), choose the SafeAssign option.
7. Click the Go button.
8. Fill the form on the Add SafeAssign page. This form will enable you to:
 - a. Add a Title to your assignment
 - b. Add the points possible
 - c. Add a text description of your assignment
 - d. Choose to make the assignment available or unavailable
 - e. Select dates to display after and until
 - f. Choose to make this a draft assignment
 - g. Allow or prevent students from viewing their assignment after submitting it. If you allow students to view the assignment, they will also be able to view the SafeAssign report on matching content in their assignment

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- h. Allow or prevent students from resubmitting assignments
 - i. Request urgent checking (you will get a SafeAssign report in approximately 60 minutes with urgent checking)
 - j. Create an announcement that will show up on the announcements page when the students access your course in myUSF.
9. Click Submit.
10. Your assignments will now be available for students' responses and for your upload of bulk or single documents. SafeAssign also adds the following text to your assignment description so that students are aware that their submissions will be subject to the SafeAssign system:

“The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report.”

It is also recommended that you inform students of the use of SafeAssign in your course syllabus.

B. Student – SafeAssign View and Submission

1. A student would go to the new assignment in its respective content area in your course and click the View/Complete link below the assignment's description. They will then have the option to submit their assignment document and add some comments.
2. Once the student submits the assignment, they have the option to return to it later and see their results (if the instructor enables this option – refer step A.8.g.). A resubmittable assignment will also allow the student to submit an updated document with new comments.

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT ..contd.**C. Instructor – Adding Documents to SafeAssign**

If you would like to submit documents yourself to SafeAssign for plagiarism detection,

1. Go to the Control Panel in your course.
2. In the Course Tools group, click the SafeAssign link.
3. Click the Quick Submit link below the corresponding SafeAssign to submit files.
4. You can submit files individually with comments or you can use a program such as EasyZip (<http://www.thefreesite.com/easyzip111.htm>) to zip several files up and submit them all at once.

Note that when you create an Assignment or a SafeAssignment in myUSF , a column is automatically created for that assignment in your grade book. This is a good feature if you use the grade book in myUSF. While creating the Assignment or SafeAssignment you also have the option to assign points to it (refer to step A.8.b.) and this is then appended to your grade book.

When a student submits a paper to SafeAssign, the content of the paper is checked against a variety of items on the Internet, electronic document databases, and documents already submitted to SafeAssign. Material that may not be original is flagged and a matching score is calculated. SafeAssign returns the matching score, a link/links to the original paper/papers, and a color-coded report.

Please note that the matching score is not a direct indication of plagiarized work. Sometimes, the match may simply be from a previous version of the same assignment submitted by the same student for the same class in that semester. Or the material may be documented correctly as a direct quote. The instructor has to finally evaluate if the student has violated plagiarism guidelines. For an important syllabus statement about the use of plagiarism detection systems, see page 66 in this guide.

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- One plausible explanation for the prevalence of plagiarism in university classrooms is that it results from student ignorance regarding what plagiarism is and how it can be avoided. Some common reasons why students plagiarize include; (1) not knowing how to begin a difficult assignment (and not seeking out-of-class assistance from their instructor), (2) placing greater faith in other students' ideas than in one's own work, (3) not locating needed library resources early enough to assure their availability, (4) not allowing ample time to properly complete a lengthy assignment, and (5) believing that plagiarism will not be caught and/or punished.
- Other instances of plagiarism occur as the result of student misunderstanding or misinformation; the most common offenses in this category are unknowing violations of proper citation practices. Omitting quotation marks when material has been copied word-for-word from an author and not citing the original author when material has been paraphrased are two frequent problems. While it is essential that students learn to cite their sources properly, footnoting techniques and referencing formats vary greatly from discipline to discipline. Do not assume that your undergraduate students will know the proper conventions and bibliographic forms used in your discipline. Providing clear and detailed directions on the preferred citation format when assignments are given discourages plagiarism.
- When planning written assignments, it is helpful to create projects that discourage plagiarism. Original and/or specific writing assignments are less likely to encourage plagiarism than more standard and/or general topics. For example, instead of asking students to discuss Shakespeare's view of tragedy in King Lear, ask them to analyze a specific scene or speech. Also, consider supplying students with an analytic framework for writing a paper that requires original thinking and/or research. Assignments that emphasize or require only information retrieval are easier to plagiarize.

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT ..contd.

- When first discussing a course assignment, describe the consequences of plagiarism. By discussing plagiarism openly, you can both educate students who are confused about the issue as well as demonstrate that you are not afraid to confront the problem.
- The Center for 21st Century Teaching Excellence has a website tutorial suitable for students learning about plagiarism.
Go to (<http://www.c21te.usf.edu>) and click on Plagiarism Resources on the left.
- The Undergraduate Catalog defines and illustrates examples of plagiarism; it also describes the proper procedures to be followed in instances of alleged academic dishonesty. Every instructor should read this section carefully and become familiar with its contents.
- USF Libraries Website provides instructors with on-line resources to assist them in discouraging plagiarism at www.lib.usf.edu. Links are provided to help instructors define plagiarism, detect plagiarism, and suggest methods to deter plagiarism in class assignments.

How can other forms of academic dishonesty be discouraged?

- Though academic dishonesty is an issue that most instructors prefer not to acknowledge, a number of campuses have reported studies that revealed a surprisingly large percentage of students surveyed admitted to having committed one or more types of academic fraud. Though unpleasant, an instructor's responsibility for establishing, fostering, and maintaining academic standards and values in the classroom should not be ignored. The USF Undergraduate Catalog describes campus policies regarding cheating and plagiarism; these policies are precisely stated and must be followed to the letter in their entirety. Consult and study carefully the procedures described.

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT..contd.

- The following suggestions should help minimize academic dishonesty in the classroom:
 - Create positive student motivation — Try to instill in students a positive attitude toward learning rather than encouraging them to think of class assignments as mere “hoops to jump through.” Design personally challenging and curiosity arousing assignments and explain why each assignment is educationally significant. Further, let students know that you will read their work with great care and interest.
 - Prepare your students — State your expectations regarding proper academic behavior in writing and remind students of relevant issues at appropriate points in the semester. For example, in your syllabus indicate (1) whether the use of any resource materials will be allowed during exams, (2) whether photo ID cards or special examination books will be required, (3) whether students may enter or leave the classroom while an exam is in progress, and (4) whether collaboration is permitted when preparing papers. Chances are good that if a behavior is not prohibited explicitly, students will assume that it is permitted.
 - Minimize temptations — In large classes that are difficult to proctor during exams, for example, it is helpful to prepare multiple versions of the same test switching either the question order or the sequence of options provided within each question. A second simple strategy to prevent cheating is to print the exam on different colored papers so that it appears as if multiple versions are being used.
 - Create new assignments — Recycling the same exams or assignments semester after semester encourages students to spend more time seeking out old exams than actually studying.

DEALING WITH CLASSROOM EMERGENCIES

An Operation Alert system has been developed for handling emergencies. The University Police Department Communications Center, located on the Tampa Campus, is operational 24 hours a day and should be notified by calling 911 immediately in emergencies. The non-emergency telephone number for the University Police Department is 974-2628.

What should an instructor do if a student has a medical emergency?

- Immediately call 911 in all instances of serious medical emergencies. Advise the nature of the illness or injury and your exact location. A police officer will respond and offer assistance; Tampa Fire Rescue will be notified to respond if necessary. In non-emergency situations, refer students to Student Health Services (974-2331) which is located adjacent to the USF Bookstore. SHS does not provide transportation services.

What should instructors do if an alarm is set off?

- If an evacuation alarm sounds in your building, evacuate your classroom immediately using the nearest building exit (even if you suspect it is a false alarm). Do not use the elevators. Have students stand clear of the building and do not permit anyone to re-enter the building until instructed to do so by a police officer (even if the bells stop ringing).
- Fire drills are held each semester. You should receive advance notice of scheduled drills to enable you to plan instructional activities accordingly.

What should an instructor do if a student's conduct in the classroom becomes abusive or dangerous?

- It is very important that instructors exercise sound judgment in assessing a potentially dangerous situation. Remain calm and seek a controlled and rational response. Loud verbal exchanges between instructor and student are usually counterproductive and can lead

DEALING WITH CLASSROOM EMERGENCIES...continued

to other more serious forms of confrontation. Students have certain rights that must be protected when a discipline issue arises. There are specific procedures dealing with what the instructor should and should not do prior to requesting that a disruptive student be permanently dismissed from class. For information concerning this issue and what procedure faculty must follow, consult the USF Undergraduate Catalog.

- Call 911 for emergency assistance if a physical confrontation is likely or if other assistance from the Police Department is necessary. Accurate written records of significant incidents must be kept and your Department Chairperson should be immediately advised of the situation.

What should instructors know about bomb threats?

- If you receive a bomb threat, it is important to obtain as much information from the caller as possible. Things to ask include (1) location of the bomb, (2) time of explosion, and (3) type of bomb. Observe the caller's voice and any background noises you may hear. Such information may assist in identifying the caller. Call the Police Department by dialing 911 immediately.
- Instructors should inform students that final exams would be given as scheduled regardless of bomb threats. Each Department is responsible for a planned alternate meeting site for classes. Since adopting this policy, there have been few bomb threats at USF. Prior to final examinations, check with the department staff for your class' alternate test location.

