

**Chapter 1 : Faculty and Staff Directory - Information Systems and Decision Sciences - IUP**

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The campus at present boasts a mixture of old and new architecture with the inclusion of the UST multi-deck carpark which houses the Alfredo M. The Central Seminary was built in the s and was designed by Fernando Ocampo. The plan of the seminary was configured in the form of the letter E, with courtyards bisecting the wings. The boxy building had an elongated frontage assembling a continuous band of balconies and windows on the second and third level. An art deco relief, bud-like finials, and a tableau embellished the stepped pylon at the entrance. The trend for brise soleil followed the character of the building, which created many variations. The streets of the University were non-existent until March UST is the first and only university campus to have been named a National Historical Landmark and the only learning institution in the Philippines as location of National Cultural Treasures. March Basic education[ edit ] The University of Santo Tomas Elementary School used to offer primary education for children in the K levels, [21] but before the Quadricentennial Celebration of the University, the school started denying applications from the K-Level, until the last batch of Grade 6 students who would graduate on AY " are left. UST has three secondary institutions: All students of these institutions undergo Citizenship Advancement Training, while the students from first to third year level of the UST Junior High School undergo scouting under the Boy Scouts of the Philippines for the boys and the Girl Scouts of the Philippines for the girls. The scouting program aims to instill nationalism and discipline among the students while the Citizenship Advancement Training aims to introduce students to the National Service Training Program that college students undergo. Aside from the basic and major subjects, all undergraduate students are required to take 15 units tuition-free of Theology classes. The students are also required to attend 4 physical education classes, and a choice from among ROTC, civil welfare training service, and literacy training service. The "Faculties" were founded before the American occupation of the early 20th century, while the "Colleges" were founded during and after American rule. Faculties[ edit ] The degree programs for undergraduate studies were first offered in , where the Faculties of Sacred Theology and Philosophy were founded. The Faculty of Canon Law was founded in These three original faculties are now known as the Ecclesiastical Faculties , to distinguish them from the Secular Faculties and Colleges that were founded later. The Faculty of Philosophy and Letters was founded in The Faculty of Arts and Letters is located in the St. Its students are known as "Artlets" previously "Philets". In , the Faculty of Engineering was founded. The Faculty also received an international accreditation through the Philippine Technological Council as the signatory of an international agreement in the practice of Engineering, Washington Accord [24] granting the Chemical Engineering Department a full six years accreditation, meanwhile for the other programs, they are given two years that can be given a full accreditation after another visit. Education is one of Centers of Excellence in the University. The college is located at the Albertus Magnus building. The College also offered a degree in Zoology, but was later abolished. The College of Architecture , which was founded in , offers the Bachelor of Science in Architecture. Later on, after adding a fine arts program the college was called College of Architecture and Fine Arts. By the year , the Fine Arts program was elevated to a separate college. The College of Architecture is housed at the Beato Angelico building. It is one of two Centers of Excellence in Architecture. In , the College of Commerce and Business Administration was created. On , the accountancy program was transferred to the new Alfredo M. Velayo College of Accountancy see below. It is housed in the St. Raymund de Penafort building together with the Faculty of Arts and Letters. Its facilities are located at the Albertus Magnus building. The college is housed in the St. Martin de Porres building. Named after one of its renowned alumnus, Alfredo M. With the aid of its alumni foundation, the college is now housed in its own building that was inaugurated on June From an Institute, the University has raised its level to a college in December It was founded in and originally under the College of Science at the Institute of Computer Sciences. It was then placed under the Faculty of

Engineering as the Department of Information and Computer Studies from until The Institute of Physical Education and Athletics IPEA is an independent college intended for the elevation of sports and athleticism in the university. It provides adequate learning in the military arts in preparation for Thomasians in entering into military Service. The Institute of Religion IR , since its foundation in , has been the theology-teaching department of the University for the civil sciences. As one of the offices under the Vice Rector for Religious Affairs, the IR has been a prime mover in campus evangelization primarily through classroom instruction. Postgraduate studies[ edit ] As early as the 17th century post-graduate programs have been offered in the University of Santo Tomas through its various Faculties and Colleges. Although the Faculty offers the Bachelor of Laws degree, it is considered as a post baccalaureate degree, as it requires applicants to either have a Bachelor of Arts or Bachelor of Science degree. They must then maintain an average of at least 78 in their freshman year to be readmitted the succeeding year. The required minimum grade increases as the year level progresses 79 for the second year, 80 for the third year and 81 for fourth year. During the third year of stay in the Faculty and after finishing all the law subjects, the student is required to engage in an internship program of at least hours before being admitted to the fourth year, wherein he will then be required to undergo an oral examination or revalida and at least two major examinations to be able to complete the whole program. Upon graduation, the student will be qualified to become a bar candidate that will be eligible to take the bar examinations in the Philippines. Medicine and Surgery offers the Doctor of Medicine degree which is a post baccalaureate degree. Graduates of the Faculty of Medicine and Surgery rank among the top scorers in the medical licensure exams, and the Faculty boasts a high passing rate overall. Many UST medical school graduates have become prominent clinicians, surgeons and professors in top hospitals and medical schools in the United States who return often to participate in medical missions and in annual medical alumni reunions. In , the Faculty adopted the problem-based learning method for use in the curriculum. This was highly controversial, as many professors complained that students were not learning the basic sciences adequately. The Faculty is known for giving its fourth-year students a series of written and oral exams known as the "revalida". In the oral exams, groups of three students each are questioned by panels composed of three professors on basic, clinical, and emergency medical sciences. Passing the revalida is a prerequisite to graduation. The Faculty is a Center of Excellence. Educational Commission for Foreign Medical Graduates in It is the largest gathering of the medicine students across Asia and the Pacific with participating guest countries from Europe. Graduate School[ edit ] As early as the 17th century postgraduate degrees were offered and granted by the various faculties in the University of Santo Tomas. The Graduate School academic programs have grown to 90 graduate program offerings, spanning about seven clusters of disciplines. The center focuses on the assessment and interventions to improve health, fitness, and quality of life for different patient and client populations. It was inaugurated in as the Center for Research on Movement Science. It was established in The center was preceded by the Center for Contextualized Theology and Ethics established in July Both centers were dissolved in SRC was established in Established in , it was originally conceived as the University Research Center, encompassing both the cultural and the experimental sciences. However, in the succeeding years, it gradually assumed an orientation towards the natural sciences. The center also supervises the following offices: Francisco de San Jose, O. As such, it is one of the oldest continuing press in the world today, only next to Cambridge University in England.

**Chapter 2 : James K. Sebenius - Faculty - Harvard Business School**

*Resolution FCTL Name Change. Whereas, Dr. Karen L. Smith was an exemplary teacher and motivator who served as Director of the Faculty for Teaching and Learning, contributing her intellect, positive spirit, enthusiasm and vision to the Center and.*

A Celebration of Collaboration Photo, top: Professor Gail Jones shows College of Education students how to work with hands-on materials. Photo by Becky Kirkland. The study examined the salaries of 1, tenured and tenure-track faculty at NC State to determine if there are group differences in base salary by gender or racial identity after accounting for certain relevant professional factors. It included all full-time tenured and tenure-track faculty who are not in administrative positions. A previous salary equity study conducted in revealed systemic pay inequities for women and underrepresented minorities. The study shows a few instances where there are differences in median salaries across the demographic groups underrepresented minority, Asian and female faculty within a college and rank. The study examined the salaries of three faculty ranks – assistant, associate and full professors – for each of the 10 colleges at NC State. Each rank within each college is considered a group, totaling 30 groups in the study. Graph designed by John Zhu. By , there were no longer clear-cut patterns in salary disparities. Notably, the mean for U. Conclusions, Challenges and Future Developments The study committee has provided detailed findings to the dean of each college. However, there remain a few needs to be addressed in the colleges. It is a good thing to address regularly to make sure we stay on this path. Study Methodologies Faculty salary equity studies conducted between and used similar methodologies to those used by Hagniere, Inc. Lois Hagniere, principal of Hagniere, Inc. The guide explains the use of multiple regression techniques to isolate the effects of related variables affecting the key variable of salary. For studies through , independent variables included rank, tenure, administrative title and years of previous experience. Adjustments in the survey included adding market salary as an explanatory variable for each department and rank and separating out some groups of faculty whose higher salaries might unfairly affect the results, such as named distinguished faculty and those who had served as deans or executive officers. The study also used different regression models for groups of colleges to apply the most appropriate treatment to each dataset. The study employed more substantial changes: Prior studies fit the regression models to white male faculty and used this model to predict the salaries of women and other male faculty; the study included all groups in the regression analysis. Prior studies grouped some small colleges together; the study applied a separate model for each college.

### Chapter 3 : HCC Ybor City Campus

*Individual strategies to address unconscious bias include: Promoting self-awareness: recognizing one's biases using the Implicit Association Test (or other instruments to assess bias) is the first step.*

Gunawardena<sup>2</sup> 1Universitat Oberta de Catalunya, Spain, 2University of New Mexico, USA Abstract This study was conducted at colleges in three countries United States, Venezuela, and Spain and across three academic disciplines engineering, education, and business , to examine how experienced faculty define competencies for their discipline, and design instructional interaction for online courses. A qualitative research design employing in-depth interviews was selected. Results show that disciplinary knowledge takes precedence when faculty members select competencies to be developed in online courses for their respective professions. In all three disciplines, the design of interaction to correspond with disciplinary competencies was often influenced by contextual factors that modify faculty intention. Therefore, instructional design will vary across countries in the same discipline to address the local context, such as the needs and expectations of the learners, faculty perspectives, beliefs and values, and the needs of the institution, the community, and country. The three disciplines from the three countries agreed on the importance of the following competencies: Contextual factors such as faculty prior experience in design, student reluctance to engage in collaborative learning, and institutional assessment systems that focus on individual performance were some of these reasons. Instructor competencies; interaction; higher education; online learning Introduction With the global expansion of eLearning, and the ability to share academic courses between countries, one question that is in the minds of many distance educators is whether a course designed in a specific discipline to address specific competencies in one country will be relevant for students of the same discipline in another country. If we are able to address this question adequately, academic courses can be designed, adapted, and exchanged internationally. Therefore, it is important to examine how academic disciplines define and communicate the culture of their discipline in online course designs, and how a discipline stipulates the competencies that need to be developed. Stark notes that his empirical research confirmed previous studies which asserted that course design is closely related to enduring assumptions embedded in the disciplines and educational beliefs to which faculty members have been socialized. He further elaborates that faculty are also influenced, but less strongly, by contextual factors that depend on the local situation. In addition, the notions of interaction and competency are core concepts for understanding the interpersonal interaction and the intrapersonal competency dimensions of education. However, there has been very little research on how both these constructs, interaction and competency function within a discipline in a specific context, for example for a specific group of learners, in a specific academic setting, in a specific country. Such an understanding is necessary if the same course in a specific discipline is to be shared by people in different contexts. Teaching and learning Mathematics is different from teaching and learning Philosophy, for example, and effective ways to teach and learn Mathematics will differ from instructor to instructor and context to context. As Cameron noted, even within a discipline, there may be a need to approach the same subject in different ways to meet the learning needs of diverse students. Therefore, the design of the learning process, and a significant aspect of this learning process, that of interaction between the instructor and learners, and between learners will be designed differently. The question then is, how do these disciplinary differences and contextual differences impact online interaction and the way instructors design the instructional process? This research aims to examine this question from the perspectives of experienced online instructors in three disciplines in three countries, the United States, Venezuela, and Spain. This investigation will contribute to our understanding of how interaction is currently being designed to support the development of disciplinary competencies. We want to explore how knowledge is framed by each discipline, and what kinds of strategies promote developing competencies online. Purpose of the Study The aim of this paper is to report on a study conducted in higher education institutions in three countries United States, Venezuela, and Spain and across three disciplines engineering, education, and business to determine how experienced faculty identify competencies for their disciplines and design instructional activities to develop these competencies in online courses. The study also

seeks to explore if disciplinary or local contextual factors take precedence when competencies are identified as important by experienced online faculty. Research Questions The research questions that guided this study were: What academic competencies are important to experienced online instructors in their respective disciplines and what are the similarities and differences in their use of disciplinary competencies? How do experienced online instructors design online interaction to develop the necessary knowledge and skills and what are the similarities and the differences found in the three countries? Based on the identified competencies and corresponding types of interaction designed to facilitate the learning process to support the development of these competencies, implications for online instructional design will be presented along with a discussion of whether it would be possible to share the same course globally in the disciplines studied.

Review of Literature Disciplinary knowledge and variations between disciplinary cultures that have certain norms, beliefs, expectations, and conventions have been defined using the seminal work of Biglan , who described disciplines along three dimensions: The three disciplines selected for study in this paper can be classified as professional disciplines that are focused on application of knowledge. Previous research in distance education has addressed the subject of disciplinary competencies e. Although there are exceptions e. In general we can distinguish between a set of studies conducted intra-nationally e. Although this body of literature considers context in relation to the notion of competency, it does so at such a general level by reflecting what is common in one nation or a region of the world. This line of research examining contextual factors that influence faculty in designing the learning process is important and needs to be extended further. The current study proposes to do this by examining if contextual factors influence one of the most important aspects of the learning process: A significant body of research Juwah, has examined the concept of interaction in distance education since Moore defined three types of interaction in an editorial published in *The American Journal of Distance Education*: Learner-technology interaction was added later as it has significant importance in distance and online education. Research on interaction has focused mainly on six important aspects: Nevertheless, interaction is not commonly part of the design of an online course as maintaining quality interaction in an online course requires faculty time and resources. A large proportion of online courses are designed to be self-instructional learning experiences with a minimal amount of learner engagement and interaction with the course professor. Although instructional design itself has made great efforts to include decisions about interaction in its framework, it seems there is a need in online education to move beyond the delivery of content that is currently being reinforced by some massive open courses around the globe. Therefore, a richer conception of interaction can help to design more balanced and effective online teaching and learning based on authentic knowledge building. Interaction is influenced and shaped by many factors. One important factor is context, as it shapes the way faculty will design a course to meet the needs and expectations of a certain group of learners, a program, institution, or country. Stark, Lowther, Bentley, and Martens studied several disciplines and identified through factor analysis eight contextual influences on faculty course planning. The level of importance of these factors in order of rank are: Method A qualitative research design based on in-depth interviews with online faculty was selected as the method for this study. The study was designed by the three authors of this paper in , and Institutional Review Board IRB approval granted for this international study by the U. The study was completed in higher education institutions in Spain, the United States, and Venezuela. Participants A purposeful sample of 19 experienced online faculty members was selected for interviews. The faculty were from the three countries six from Spain, six from US, and seven from Venezuela teaching in three diverse disciplines. These faculty members had extensive teaching experience ranging from 10 to 25 years in their respective fields. All had taught at least three courses online in their discipline. Eight faculty interviewees were from education, six from engineering, and five from business. Of the eight interviewees from the education discipline, two were from the US, four from Venezuela, and two were from Spain. The engineering sample consisted of two faculty members from each country. The business school sample consisted of two faculty members from the US, two from Spain, and one from Venezuela. Instruments and Procedure An initial set of interview questions that corresponded to the research questions was developed collaboratively by the researchers from the three countries and translated into three languages: English, Catalan, and Spanish. The interview questions were then pilot tested by doctoral students from the US

university and the researchers from each university in Spain and Venezuela. Based on the pilot instrument feedback, several questions were refined and modified. The final interview guide had 26 questions, out of which three main questions and associated sub-questions were selected for analysis in this study. The main questions were: Data collection procedures entailed the use of open-ended questions in face-to-face interviews. All interviews were tape recorded and the recordings were transcribed for analysis. Faculty interviews in the U. Interviews were conducted in the Venezuelan institutions in by one of the authors of this paper and data analyzed for the Venezuelan institution during The procedure for the institution in Spain was similar to the Venezuelan institution. Interviews were conducted by the primary author of this study in , and subsequently, the codes verified by a graduate assistant and data analyzed for this institution in The interviews from Spain and the United States were analyzed and coded with Atlas. During , the three institutions shared the findings, collaborated to analyze data and began to determine the codes and themes that emerged across institutions. Data Analysis An interpretative, narrative approach to data analysis was employed to examine the relationships between multiple disciplines and countries. The data analysis procedure included several steps. First, data was coded in each of the three countries and a coding list developed. Then, the coding lists were shared among the three countries, and a master coding list developed for the study. Concept mapping was used as a data analysis technique to facilitate the comparison of data across the countries and multiple disciplines. The analysis was discussed via face-to-face meetings, audio and desktop conferencing, and electronic messaging. Triangulation occurred in three ways: These three types of triangulation helped to account for the trustworthiness and credibility of findings for similar contexts. Findings and Discussion The results are organized by disciplines: The results for the first research question that show how academic competencies were defined by faculty for each discipline can be seen in Table 1. We then discuss the unique perspectives that emerged for each discipline by each country and context. Next, we discuss the competencies shared by the three disciplines see Table 2. To address the second research question, we provide a detailed analysis of the design of interaction by discipline and by country see Tables We conclude by making comparisons of the salient similarities and differences across disciplines and countries, and discuss the role of disciplinary influences and contextual influences on the design of online interaction. We conclude with implications for the design of online interaction. Academic Competencies and Engineering Profile From the six interviews of engineering faculty, we identified several important academic competencies. Based on faculty opinion from all three countries, these competencies involve both knowledge and experience, and the need for students to be able to function like professional engineers in the field. Students should be able to identify, and solve problems and communicate their knowledge to others. They need to be able to manage, lead, and work in teams. Therefore, engineers must possess more than content knowledge, and must have the ability to function as an engineer in the workplace. Analytical, critical thinking, problem solving, decision making, managing, evaluating, working in teams, leading, and communicating orally and in writing. Comparing our results to a previous study conducted by Davis, Beyerlein, and Davis , we found several similarities in our identified profile for engineers. This study identified the main competencies for an engineer as follows: We observed that the US civil engineering and the electrical and computer engineering faculty members defined knowledge of the field as constituting both knowledge and experience, which includes: One faculty member observed: For these two faculty knowledge of the field also included the ability to apply new knowledge into new situations, where students also have to develop skills such as analysis, critical thinking, reflection, planning strategies, decision making and be able to share and work in a team. The two engineering faculty members from Spain, both from information technology IT and networking, thought of knowledge of the field more in terms of systems thinking.

**Chapter 4 : Orientation Week Faculty address**

*Orientation Week Faculty address. admin - August 30, Posted in: Current News. Orientation Week Faculty Address.*

Smith was an exemplary teacher and motivator who served as Director of the Faculty for Teaching and Learning, contributing her intellect, positive spirit, enthusiasm and vision to the Center and Whereas, Dr. Smith created and promoted a vibrant, outstanding teaching, learning, and research format within which the faculty of the University of Central Florida have benefited as evidenced by increasing teaching performance, evaluation ratings, award-winning and creative teaching programs, and Whereas, Dr. Smith Faculty Center for Teaching and Learning. Approved by Faculty Senate on August 23, Transmitted to Provost Gary Whitehouse on August 29, Approved by Provost Whitehouse on October 2, Resolution Distinguished Professorship Awards Whereas, senior professors significantly contribute to the University and the College goals and objectives, and Whereas, senior professors are often role models for other faculty; and, Whereas, senior professors are evaluated in the areas of research, teaching and service; and Whereas, senior professors should be recognized by the University for their outstanding performance, Be It Resolved that the following annual awards be established for faculty at the rank of Professor: Approved by Faculty Senate on October 25, Transmitted to Provost Gary Whitehouse on October 26, Approved by Provost Whitehouse on September 4, Frank Juge has been asked to chair a committee of faculty members and administrators who will develop the criteria and means for implementation of the concept. Thank you for motivating us to proceed with this important study. Defeated by the Faculty Senate on November 29, Be it resolved that the residency policy be revised as follows: Baccalaureate students must complete a minimum of 30 of their last 36 hours at UCF. To better communicate this requirement, all majors should include mandatory residency requirements in their program descriptions. Approved by Faculty Senate on January 24, Transmitted to Provost Gary Whitehouse on February 6, Approved by Provost Whitehouse on April 10, Resolution Require All Minors to be 18 hours Minimum for UCF Whereas, the current UCF catalog indicates that there is no minimum number of hours for a minor at UCF, and Whereas, many majors in Arts and Sciences require 18 hours for a minor to be used in the degree, and Whereas, there exist minors in other colleges that have less than 18 hours, but faculty and students assume that the minors will count, but do not where an hour minor is required, Be it resolved that the UCF catalog policy be revised as follows: Baccalaureate minors must contain a minimum of semester hours credit. To better communicate this requirement, all minors should be revisited to ensure this requirement is met. Approved by the Faculty Senate on February 21, Transmitted to Provost Gary Whitehouse on February 28, Approved by Provost Whitehouse on May 2, To better communicate this requirement, all majors should include this in their program descriptions. Resolution Computer Generated Evaluation Scoring Errors Whereas, all faculty utilize computer generated evaluations to assess annual teaching contributions, Whereas, these evaluations are often used as supporting information to support faculty efforts toward promotion, tenure and numerous award criteria; and, Whereas, there is no formal policy for either addressing or recognizing computer generated errors when and if such errors should occur; Be It Resolved that a policy to address this problem with computer generated student evaluations be created allowing faculty recourse creating a formal procedure available to faculty to address or grieve this situation. See Appendix A for a sample of such a procedure. Gary Whitehouse on September 4, "President Hitt, the deans, and I have reviewed Resolution "Computer Generated Evaluation Scoring Errors" and agree that there needs to be an appeal process should a problem occur. In collecting data, only two cases were found where errors had been reported, and in both cases the errors were corrected. However, we do agree with the Faculty Senate that a formal appeal process should be available. If the faculty member receives no satisfaction at either of these levels, the faculty member should then appeal to the undergraduate dean for undergraduate courses or graduate dean for graduate courses. Thank you for alerting us to this important issue. Returned to Committee by the Faculty Senate on February 21,

**Chapter 5 : Gordon Ends Tenure as Interim Dean with Address to Faculty | Teachers College Columbia University**

*The Faculty movie reviews & Metacritic score: When some very creepy things start happening around school, the kids at Herrington High make a chilling discover.*

I welcome each of you, each of the first- year students and the 56 transfer students that are seated in front of, around and behind me! I truly believe that you comprise some of the luckiest people in the world. Yes, in the world. And I congratulate you, I applaud you, and I welcome you. About breathing in the beauty of the campus. Feeling the absolute wealth of opportunities that await you here. Excitement about the wonderfully bright and witty friends that you will meet. About finally being liberated from your parents. Or perhaps the excitement is in smaller doses I know mine would be that the dining halls have ice cream available at every meal! For many of you, this may be your first extended period away from home. Your wardrobe becomes pink. E-mail me when that happens. It will truly make you miss home! I can assure each of you that the admissions staff carefully selected you and that each one of you deserves to be here and will thrive if you put to use the wonderful intellect and personality characteristics that got you here. So these mixed emotions may feel stressful and indeed psychologists have indicated that one of the most stressful things that people experience in life right up there with bereavement, divorce and war is moving. You will make it, you can do it, and you should be here! As a part of this stress, yesterday, today and for the rest of the orientation week, you are going to be inundated with information about your residential college, about safety and security, about athletics, about drugs and alcohol, about diversity and about Rice University in general. Now, my personal role in your weeklong orientation to Rice University is to represent the faculty in welcoming you. And I am a faculty member of the psychology department, and I thought I would start out by describing my own field to you. When you hear that I am a psychology professor, you probably assume that I am a clinical psychologist and that I do therapy and counseling. The rest of the general population certainly assumes this, and you can imagine the interesting plane rides that I have when the stranger next to me asks what I do. I tell them I teach psychology, and they immediately begin to disclose to me details of their dysfunctional family. Instead, I was trained in a type of psychology called social psychology, and I refer to myself as an applied social psychologist. Social psychology is the study of the way people think about, influence and interact with each other. And if I could suddenly make you all experts in social psychology, you would realize that it is so extremely relevant to being a freshman and to entering a new environment such as college. Because social psychologists study all sorts of topics that will affect your lives. So, could the location of your dorm room influence the number of friends that you develop? By examining the students at MIT and their housing complex, he found that those living closest to the stairs and those living close to the bathroom were more likely to have greater friendship networks than those living at the end of the hall. This effect will partially explain why many of you will have the greatest number of friends within your residential college or within your classes you have the greatest amount of exposure to them. Now for those of you living at the end of the halls, do not despair! Not only might you have peace and quiet at your disposal, but other psychology researchers have found that being forewarned is being forearmed and that many research psychology findings can be undone if people simply learn about their results! Social psychologists also study attraction and relationships. For instance, whom do you think you will date while you are at Rice? What sort of values will he or she hold? And, of course, will he or she be attractive? People tend to date others who match them in terms of attractiveness. So, for instance, say I ask you to tell me on a scale from one to 10 how attractive you are. Chances are that you will rate the person that you date to be very close to that same number. So, if you are a six, your relationship partner will likely be around a six. Now, obviously there are stark exceptions to this phenomenon. We often see supermodels dating some pretty ugly-looking dudes, but in general, this phenomenon holds and, in fact, we even observe many couples who actually look like they could be siblings. Social psychologists study why it is that some of you will and some of you will not adhere to more serious conformity challenges. For instance, many of you may change your hairstyle and the way in which you dress in the first few weeks to better adjust to the social norms that you observe at Rice. Some of you might try to

better fit in to the Rice social scene by attempting to lose weight in very dangerous ways or begin social drinking and smoking in excessive ways that may have repercussions for the rest of your lives. Social psychologists studying issues of persuasion and conformity have found that the power of social norms and peer groups is enormous. We wear clothes and particular types of clothes for particular occasions e. But social norms can also be bad. Let me give you an example. Consider that some of you will begin to smoke while you are in college because it is part of some social scenes. Now, smoking causes cancer, right? So when faced with this knowledge, what does the person who begins to smoke think? Do they think smoking is bad? If they did, it would be inconsistent with their behavior. People strive to be consistent. So people respond to cognitive dissonance by reducing the inconsistencies. For instance, smokers might change the inconsistent behavior. Or, they might also change the cognition. Please be forewarned about these psychological mechanisms when you make your behavioral choices! And the last example that I will give is that social psychologists also study helping behavior. Undoubtedly during your time at Rice you will see someone who needs your help. Researchers have found that people are sometimes very unlikely to help others. Psychologists were spurred to ask this question when a terrible incident happened in New York City some 20 years ago. A young woman named Kitty Genovese was stabbed to death while 38 people watched from the windows of their apartment buildings. Not a single one of the 38 people called the police. First, people assumed that someone else had called the police. Second, people were afraid that they would personally be injured. Darley and Latane contrived a number of situations, and they and other researchers found that people were also less likely to help if they were in larger groups of people, if they could remain hidden and if there was any ambiguity of the situation. Imagine the embarrassment you might feel, for instance, if you slammed in a door where people were yelling and you found that they were only rehearsing lines for a theater performance or the yelling was actually coming from a television set. Or imagine if you jumped into action in the dining hall and ran over to the seemingly choking individual, only to find out that they he or she was just imitating someone choking. Given that I just discussed conformity and our desire to avoid sticking out like a sore thumb, one might be motivated to just altogether avoid helping. And I tell you this example, because again, the best source of getting beyond conformity and of getting beyond bystander intervention is to learn about the effect and the findings. Again, remember that being forewarned is being forearmed! And I certainly want to offer to you something other than a very general look at a few social psychological findings. So, I reflected back to my own college experience. And I want to tell you about the challenges that I personally faced as well as the benefits I reaped. Specifically, I want to tell you what college meant to me and what I truly hope it means to you. Said another way, the reality I have about any given situation may very well be a different reality than you might have about the same situation, and one is not necessarily better than another. If you look at a picture one way, it looks like an old lady, and if you look at it another way you see a very young woman. Oftentimes people can only see one of the images. But one is no more accurate or real than the other. I was from a small town in the Midwest called Pardeeville, Wisconsin. Yes, you can imagine the laughs I have had my whole life as a result of being from Pardeeville. My roommate was from well, New York. Although I came from a relatively small family one brother and one sister , my father was one of 17 children yes, 17; yes, from the same two people; and yes, Catholic. And as a result, I developed a big-family mentality sharing, humility and a focus on others. My roommate was an only child. On my side of the room were all the photographs of the friends I had left behind, of my dog, of my family. On her side of the room were photographs of her alone in her proudest life moments. I was into sports and hoping she would be someone who could be my soulmate during our jogging sessions in which I thought we would find solace, attempting to simultaneously help each other reach that elusive goal of losing 10 pounds. She never exercised, weighed under pounds, and was into singing. I would often come home and find her watching my television and listening to my stereo, although I was not able to use her computer. I came to adore my very, very different roommate. I learned so much from her and began to meld with her in some ways and remain apart from her in others. Gosh, I feel lucky to have lived with Ninkinin that first year. And may some of you be lucky enough to live with someone who is very different from you. Second, and very similarly, college fostered an appreciation for diversity more generally. Not only was I able to appreciate the very different background that my roommate had, but I was also able to

appreciate people on the basis of varying race, religion, sexual orientation and political beliefs. Variations in such characteristics were simply not something I had encountered growing up in a very small, sheltered, almost percent white Midwestern town. But these characteristics were deeply embedded and a large part of my college experience.

### Chapter 6 : Lindenwood Directories and Contact Info | Lindenwood University

*Clinton To Address Students, Faculty. Former President William Jefferson Clinton this afternoon will make his first official appearance on campus since he was elected to the nation's.*

### Chapter 7 : The Faculty Reviews - Metacritic

*Ybor City Campus Building Addresses Official Campus Mailing Address N. 15th Street Faculty Building (YFAC) N. 14 th Street Tampa, FL*

### Chapter 8 : University of Santo Tomas - Wikipedia

*theory began at a time when this was a philosophic question, Orem () leaves no doubt that nursing is a profession, and describes the knowledge needed for practice in the context of health care.*

### Chapter 9 : ULM Policies Database - Faculty Handbook - archived copy

*Archived copy of the Faculty Handbook approved August This document is available as: Unspecified Document. Filename: Faculty Handbook - archived copy \_*