7:45  Registration & Breakfast

8:15  
**Introduction & Overview**
Carol Simpson, Provost, Academic Affairs
Brian Payne, Vice Provost, Academic Affairs
Robert Wojtowicz, Office of Graduate Studies

8:25  
**Accommodating Students with Disabilities**
Elisabeth Dickie, Office of Educational Accessiblity

8:50  
**The Center for Learning and Teaching**
M’Hammed Abdous, The Center for Learning and Teaching

9:10  
**Threat Assessment, Sexual Harassment, S.A.F.E. 101 for Faculty/Staff/TAs, & Related Issues**
Jay Wright, Office of University Counsel
Lanay Newsom, Office of Institutional Equity & Diversity
Joann Bautti, Women’s Center

9:50  
Break

10:00  
**Plagiarism, the Honor Code, & Academic Dishonesty**
Scott Bye, Office of Student Conduct & Academic Integrity
Elizabeth Vincelette, Writing Center

10:30  
**Information Technology Services**
Candice Goodin, Information Technology Services

10:55  
**FERPA**
Mary Swartz, Office of the University Registrar

11:15  
**Student Panel of TA's**

11:55  
**Lunch - Webb Center -- River Rooms**

1:00  
**Asking Questions & Leading Discussions**
Elaine Justice, Department of Psychology

1:30  
**How to Deal with Disruptive Behavior**
Erin Bunton, Office of Student Conduct & Academic Integrity

2:00  
**Effective Presentations Workshops**
Sara N. Morgan, Department of Communication & Theatre Arts

2:30  
**Wrap-Up - Complete Evaluations and Release**
Office of Educational Accessibility

Presented by:
Beth Ann Dickie- Director

Americans with Disabilities Act

Ensures that students with disabilities are provided equal access to campus classes, activities, and resources.

Office of Educational Accessibility

Our Mission

- Advocate
- Accommodations
- Equal access
- Acceptance
- Empower students to become self-advocates

Types of Disabilities

- Physical Disabilities/Mobility Impairments
- Visual Disabilities
- Hearing Impairments
- Learning Disabilities
- ADHD
- Psychological Disabilities
- Autism Spectrum Disorders
- Medical Disabilities
Common Accommodations at College

- Testing accommodations
  - Extended Time
  - Distraction reduced environment
- Volunteer Note Sharing
- E-texts
- Excused absences for disability-related issues
- Interpreting services
- Brailled notes
- Enlarged texts
- Assistive technology

How can you help?

Refer students to the Office of Educational Accessibility who:
- are struggling to keep up in class
- have difficulty focusing on tasks
- have difficulty starting or completing assignments
- have difficulty with the writing process
- have difficulty with subtle social skills or peer interactions

Questions?

Office of Educational Accessibility
1021 Student Success Center
(757)683-4655
THREAT ASSESSMENT
AND OTHER SECURITY MATTERS

What is Threat Assessment?

“A strategy for preventing violence through identification and evaluation of individuals or groups that pose a threat of harm to themselves or others, followed by intervention designed to reduce the risk of violence” (Cornell, 2008, p.4).

T.E.A.M. Responsibilities

- Educate the campus community to identify and report threats and other behaviors of concern.
- Evaluate the risk of targeted violence posed by an individual or group reported to the team.
- Evaluate the risk of self harm posed by an individual reported to the team.

T.E.A.M. Responsibilities

- Develop the most appropriate response.
- Assist the potential target(s) of violence in developing and implementing appropriate preventative safety measures.
T.E.A.M. Responsibilities

- Consult with University community members who have concerns.
- Provide recommended action for those who exhibit behaviors of concern.
- Create, revise, or recommend policies and procedures that advance campus safety or T.E.A.M functions.

Behaviors of Concern

- Behaviors that may cause concern may include, but are not limited to, the following:
  - Changes in mood, appearance, attendance, participation, etc.
  - Communications (explicit or veiled) of an intent to harm oneself and/or others
  - Possession of a weapon/weapon-seeking behavior
  - Unusual or worrisome interest in school attacks
  - Communications which suggest the person is considering violence to redress a grievance or solve a problem
  - When no explicit threat has been communicated, but someone has been highly agitated and verbally abusive in a manner that suggests a propensity towards violence

Behaviors of Concern (cont.)

- Threats can be expressed:
  - through any media (e.g., cell phones, radio, internet)
  - through drawings or other visual representations
  - Behaviorally, such as through gestures

- If your antennae goes up---report it!!!!

CLERY ACT

- University maintains crime statistics at the Old Dominion University Police Department website

- If you are designated a Campus Security Authority (CSA); you have a reporting obligation
Minors on Campus

Virginia Law requires employees who, in their professional or official capacity, have reason to suspect that a child is an abused or neglected child, to report the matter immediately to the local protective service Department of the county or city wherein the child resides or wherein the abuse or neglect is believed to have occurred or to the Department's child abuse and neglect hotline.

The TEAM knows what it is doing:

1. In existence since 2000
2. Made up of highly qualified professionals
3. Responsive to the needs of those in results
4. Goal is to get help for the person, or to separate them from the University
5. The focus is on "saving the service" where the need is in the results

QUESTIONS?

Contact:
James “Jay” Wright
Associate Counsel
Office of University Counsel
683-3144
jdwright@odu.edu
Graduate Teaching Assistant Instructors' Institute

S. Lanay Newsom
Director of Equity, EO/AA
Office of Institutional Equity and Diversity
snnewsom@odu.edu
683-3141

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Student Demographics
- 4.5% White
- 23% Black
- 4% Asian
- 1.5% Native American
- 6% Hispanic
- 1% Other Minorities
- 5% Two or More Races

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EO Classroom Tips
- Religious holidays
- Office hours
- Average age of students not 18
- All disabilities are not visible
- Maximize diversity
- Direct students to proper resources
- Sensitive subject matter

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Discrimination
Federal laws prohibit discrimination against protected classes of people.
The Law
- RACE, COLOR, NATIONAL ORIGIN
- AGE
- GENDER
- DISABILITY
- CITIZENSHIP
- PREGNANCY
- RELIGION
- GENETIC INFORMATION

APPLICABLE POLICIES
- Accommodations for Persons with Disabilities
- The Discrimination Complaint Policy & Procedure
- The Sexual Harassment Policy & Procedure
- Title IX of the Education Amendments of 1972

Accommodations for Persons with Disabilities
- Students should contact the Office of Educational Accessibility
- Faculty and Staff should contact the Institutional Equity and Diversity Office

The Discrimination Policy & Procedure
- Can be used by any member of the University community
- Informal formal process
- Mediation
- Complainant has 180 days if the complaint is filed with an external agency; it can be up to 300 days
What is Sexual Harassment?

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors and/or other verbal or physical conduct of a sexual nature that interferes with the academic performance of a student, or work performance of an employee.

Some common harassment forms:

- An invitation for sex in exchange for a favor
- Smiling or squeezing
- Pinching or grabbing
- Offensive sexual comments

More subtle forms are:

- Staring
- Intimidating through silence
- Isolating
- Altering job responsibilities
- Terminating a person's job
SEXUAL MISCONDUCT

- Sexual Harassment
- Intentional Non-Consensual Sexual Contact/Attempts
- Non-consensual Sexual Interourse/Attempts
- Domestic/Dating Violence
- Sexual Exploitation

Title IX

A federal law intended to end sex discrimination in all areas of education.
- Applies to gender-based discrimination as it relates to all recipients of federal funds
- Applies to issues of program equity, such as in athletics, and also to sexual harassment and sexual assault
- The U.S. Department of Education, Office of Civil Rights, has oversight

Your Role in Title IX Compliance

- Immediately report incidents of sexual harassment or sexual assault
- Cooperate and aid the university in any investigations or inquiries
- Make referrals to the university's Title IX Coordinator

Title IX

Once a university has notice of sexual harassment sexual misconduct at a student, faculty or staff member the university must:
1. Take immediate and appropriate steps to investigate the incident
2. Take prompt and effective action to end the harassment, remedy the effects and prevent future acts
The Sexual Harassment Policy & Procedure
- It can be used by any member of the University community, including students, employees, alumni, and volunteers.
- Informal/Informal Process
- Students have 2 years
- Non-Students have 120 days

Beware of Consensual Relationships!!
The fact that a relationship was at one time consensual IS NOT a defense!

What to Do if You Are in a Consensual Relationship
Determine whether an ethical conflict of interest exists.
Are you in a position to:
- determine the person's grade;
- give or withhold credit for an academic project;
- hire or fire the person;
- recommend for a job, graduate school, or promotion?

Indirect Conflict of Interest
A conflict of interest may exist if you are in the position to:
- Influence colleagues to favor or against the person;

OR
- Cause others to feel disadvantaged because of your actions on behalf of the person.
Act to Remove the Conflict Immediately!!!

- Withdraw from the position;
- Ask for a transfer if available; or
- End the relationship.

A FREE PIECE OF LEGAL ADVICE

Don't get your "honey" where you get your "money."

The University

is committed to providing a working and learning environment where every person is treated with dignity and respect.

YOU

play a vital role in making this happen!!!

Contact:

Institutional Equity and Diversity
S. Lanay Newsom
Director of Equity, EO-AA
683-3141
snewsom@odu.edu
Old Dominion University
Women's Center
S.A.F.E. 101
Graduate Teaching Assistant
Instructor Institute
Joann Bauti
Assistant Director
Project Director, U.S. Dept. of Justice Campus Grant
727-683-4109, jbauti@odu.edu

Sexual Assault Free Environment (SAFE) Program
- Addresses interpersonal violence on campus by educating the ODU community on issues of stalking, relationship, and sexual violence
- Provides advocacy and support for survivors
- Empowers everyone on campus to recognize and stop abuse and sexual assault before it occurs

Interpersonal Violence
- Sexual assault is any sexual contact without consent.
- Intimate Partner Abuse is an ongoing pattern of abuse or control used against an intimate partner.
- Stalking is repeated harassment that causes the victim fear.

Know the Facts
- 1 in 5 women has been sexually assaulted while in college
- The first three weeks on campus are when college women are most at risk for sexual assault
- In 94% of cases, the perpetrator was known to the survivor
- 43% of college women experience violence and abusive dating behaviors
- Stalking affects 1 in 6 women, 1 in 19 men

ODU Policy
- Sexual Misconduct Policy
  http://www.odu.edu/services/student-support/ Title IX Policy
- Code of Student Conduct
- Stalking Policy
  http://www.odu.edu/services/student-support/ Title IX Policy
- Title IX Concerns/Sexual Misconduct
  http://www.odu.edu/odujsp/}

Student Discloses to You
- Listen with empathy
  - I'm sorry this happened to you. Or: Thank you for telling me.
- Support and respect her/his decisions
  - What kind of support do you need? Or: When you are ready, there is help available.
- Know where to refer them for help
  - Would you like to see a nurse or doctor? Or: Are you interested in talking to someone at the Women's Center?
  - Offer to walk the student to Health Services or the Women's Center
  - File a third-party disclosure form
  - Follow up with student
    - I was thinking about the conversation we had the other day. How are you doing?
Student Discloses to You

How empathetically you respond can make all the difference in how a student heals

Resources

- ODU Women’s Center – Sexual Assault Free Environment Program
  - 8am-5pm M-F: 757-683-4120
- YWCA Sexual and Domestic Violence Services
  - 24-hour Crisis Support: 757-228-YWCA (9928)
- ODU Student Health Center
  - 757-683-5132
- ODU Counseling Services
  - 757-683-4401
- ODU Police Department
  - To report a crime: 757-683-4000
- ODU Office of Institutional Equity & Diversity
  - To report violations of campus policy: 757-683-3141
GRADUATE TEACHING ASSISTANT INSTITUTE

HELPING STUDENTS UNDERSTAND PLAGIARISM

Sarah Bye, M.A.Ed
Assistant Director, Student Conduct & Academic Integrity
Elizabeth Vineslut, Ph.D
Director, the Writing Center
Spring 2010

CHALLENGES & CONTRADICTIONS

- According to The Purdue University Online Writing Lab (2008), "American teachers often instruct students to:
- Develop a topic based on what has already been said and written but write something new and original
- Rely on opinions of experts and authorities on a topic but improve upon and/or disagree with those same opinions
- Give credit to researchers who have come before you but make your own significant contribution
- Improve your English or fit into a discourse community by building upon what you hear and read but use your own words and your own voice" (Intellectual Challenges in American Academic Writing section, panns 1-2).

WHY CITE?

- Consider this statement:
  - "As scholars, we have a responsibility to our sources (to acknowledge our indebtedness to them), to our readers (to let them know what our sources were and how they informed us), and to ourselves (to declare our own contributions)" (Lipson and Reindl, 2003, p. 9, emphasis added).

WHAT IS PLAGIARISM?

- The Old Dominion University Code of Student Conduct defines plagiarism as follows:
  - Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise.
  - Examples of plagiarism include, but are not limited to, the following:
    - Submitting a research paper obtained from a commercial research service, the Internet, or from another student if it were original work or making simple changes to borrowed materials while leaving the organization, context, or phrasing the intent.
    - Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work or participates in none of the group's activities, but attempts to take credit for the work of the group.
**What is Plagiarism NOT?**

- "Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately" (Old Dominion University, 2012, p. 8).

**Be Aware of "Patchwriting"**

- Rebecca Moore Howard, Professor of Writing and Rhetoric at Syracuse University, has coined the term "patchwriting," which she defines as the "copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes" (Howard, 1993, p. 233).
- More often than not, patchwriting is evidence of difficulty in comprehending sources more so than failure to understand citation conventions.

**Consequences of Academic Dishonesty**

- Sanctions
  - Conduct Violation
  - Recognized academic sanctions/participation in school-sanctioned activities
  - Grade sanction (may be one or more than one in the course, or both)
  - Academic Dishonesty notation on academic transcript
  - Conduct Suspension
  - Conduct Expulsion
  - Stacked relationships with peers/faculty/coachee/family/friends
  - Sense of loss/disappointment/disappointment/stress/resentment
  - GSA/academic continuation (may not use grade forgiveness)
  - Conduct record/notation on transcript may limit future opportunities (jobs/continued education)

**Confronting Plagiarism**

- Detailed procedures for addressing academic misconduct are located in the Code of Student Conduct, available online at: [https://www.gwu.edu/content/dam/gwu/offices/hs/policies/1680/1680P01.pdf](https://www.gwu.edu/content/dam/gwu/offices/hs/policies/1680/1680P01.pdf)
- Only faculty of Record may bring forth a charge; GTA should bring suspected violation to faculty member's attention upon discovery
- Two Resolution Options: Voluntary Resolution or Hearing
- OSAC Academic Integrity Violation Report Form: [https://www.gwu.edu/facultyaffl/resolving/conduct-integrity/academic-integrity](https://www.gwu.edu/facultyaffl/resolving/conduct-integrity/academic-integrity)
- Recommended read: [http://wt-howard.ltc.edu/Papers/CCCCR001.shtml](http://wt-howard.ltc.edu/Papers/CCCCR001.shtml)
HELPING STUDENTS AVOID PLAGIARISM

- Traditional strategies rely on discouraging plagiarism by making ethical appeals and forecasting consequences for getting caught.
- Students would be better served if they were empowered to learn what plagiarism is and how to avoid it.
- Avoid by helping them to become better writers: helping students understand how to use and document sources is necessary, but not sufficient, to achieve this goal.
- Subject matter comprehension facilitates effective paraphrasing and summary.
- Some resources for students on avoiding plagiarism:
  - https://www.niu.edu/content/dam/edu/offices/student-conduct-academic-integrity/docs/academic-dishonesty-resources-for-students.pdf

ASSIGNMENT DESIGN

- You can limit the opportunities for plagiarism by the way you design your assignments.
- What are the goals of the assignment?
  - Summarize
  - Synthesize
  - Analyze
  - Apply
- Which prompt do you think will be easier to plagiarize and why?
  - What were the effects of deflation on the US economy during the Great Depression?
  - What might the effects of deflation be on a Hampton Roads city during the next fiscal year?

ASSIGNMENT DESIGN

- Explain purpose of the assignment:
  - Writing = Assignment = Grade
  - Writing = Communication = Disciplinary Participation
- Detail steps
  - What do you want students to learn how to do vs. what do you want to teach them how to do?
- For help, ask a colleague or sample students about the assignment’s clarity or correct the Writing Center (in the Learning Commons in the Perry Library)

CREATE A PROCESS

- Creating a writing process allows you to review (or assess) students’ work before the final product is submitted.
- Freewrites
  - Ask students to summarize and apply concepts; application can be tied to final product
- Break assignment up into pieces that you review (or assess); use in class writing and discussions of drafts
- Allows you to provide feedback before final product
- Strategy’s viability is tied to the ratio of student to instructor/TA
CITATIONS AS ABSTRACT

By asking students to cite, we are asking them to imitate the practices of scholars; until they wrap their heads around what scholars do, the enterprise of citation can be quite abstract.

Some students will...
- not understand why citations are important, especially ESL students
- question why certain information and order is important
- in their most honest effort, make conventions up

TEACHING THE CONVENTIONS

Students should learn citation conventions in high school & first year composition, but not all do.

If there is a writing assignment in your class, teach
- citation conventions
- the function of citations: why the information and order is important
- why your discipline uses a certain citation style

RESOURCES FOR FURTHER EXPLORATION

- The ODU Writing Center (757)683.4013
- Overviews of select citation styles may be found online—
  - http://ow.english.odu.edu/
  - http://www.lionhacker.com/resdoc/
  - http://guides.lib.odu.edu/cite

REFERENCES


Information Technology Services (ITS)

Technical Support

- Contact the Help Desk with all of your computing/communication issues.
- 1504 Webb Center
  - Mon-Fri: 8 a.m. to 5 p.m.
  - Sat: 11 a.m. to 4 p.m.
- 757.683.3192 (24 x 7)
- ithelp@odu.edu (24 x 7)
- Knowledge Database: kb.odu.edu
- Online Requests: fp.odu.edu

Who We Are

Information Technology Services (ITS) offers a wide range of technology services and support for faculty, staff and students.

Our mission is to provide high quality, cost-effective computing and communications services that meet the needs of the University community.

Accounts

- MIDAS
  - ODU’s login ID and password management system
  - Enables access to most University IT resources
- Faculty/Staff Accounts
  - Online account request form
  - Faculty/staff email & network resources
- Student Accounts
  - Access to network resources
- Blackboard: Must use MIDAS ID
- LEO Online
**Technology Resources**

- Wireless
  - Networks: MonarchODU/AccessODU/eduroam
  - Authenticated system
  - Most buildings and outside areas on campus
- Emergency Alerts System
  - Opt in system: [www.odu.edu/alerts](http://www.odu.edu/alerts)
  - Email, phone or text message

**Computer Labs**

- Norfolk Campus academic labs
  - Learning Commons and Web Center
- Higher Education Centers
- Instructional labs
- About the labs
  - Hours
  - Pay for print
- Virtual lab environments

**Learning Commons**

- Consolidated Help Desk
- Access to expertise and resources
- Collaborative/social/quiet spaces
- Flexible furniture and workspaces
- Room reservations
- Equipment loans

**Instructional Resources**

- Blackboard
- Adobe Connect
- Box
- WebEx
- Lynda.com
- Google Apps
- OpScan grading
**Classroom Central**
- Support for all Technology Classrooms
- All rooms are secured
- Some equipment desks/podiums secured
- Equipment cabinet key from ITS Help Desk
- Turning Point Technologies Personal Response Systems (PR5)
- Classroom Course Capture
- Document camera delivery
- Training provided by CLT (cit.edu.edu)

**Technology Classroom Access**
- University Proximity ID access
  - BAL, Dragons, Education, Health Sciences, PSB 1100, SHC, Dehn
  - Request PROX ID card; email cardcenter@odu.edu
  - Activate PROX ID access; email itshelp@odu.edu
- OC1 Key (All classrooms in Constant Hall)
  - Department requests key from Facilities Management
- CRSM Key (All other rooms)
  - Department requests key from Facilities Management

**Responsible Computing/Security**
- Acceptable Usage Policy (AUP)
- Owner responsible for account
- Password security
  - Use strong passwords
  - Don’t share your password
- Use SpamTrap (spamtrap@odu.edu)
- Protect University sensitive data
- FERPA

**Software**
- McAfee
  - Free download from the ITS website
- Microsoft Office 365
  - Available for purchase from the Monarch Techstore
  - One-time fee of $77 for a four year subscription to the latest version(s) of the Office suite
Monarch Techstore

- Located in Webb Center
- Educational discounts, online/special orders
- Authorized Apple reseller
- Only place to order Mobile Monarch computers
- Majority of profits go to ODU unrestricted scholarship fund

Mobile Monarch Program

Strongly Recommended Notebook Program
(Apple & Dell notebooks)

- Why Mobile Monarch?
  - Discount pricing
  - Full-service repair center on campus
  - Loaner notebooks available
  - Quality + Peace of Mind
  - Notebook warranty options (up to 4 years)
  - Non-program support

Connect With Us

facebook.com/oduits
twitter.com/odu_its
FERPA Basics for Faculty and Instructors
Mary Swartz, University Registrar
116 Alfred B. Rollins, Jr. Hall
mawort@gcsu.edu, 683-2384

Family Educational Rights And Privacy Act Of 1974
This Act is enforced by the Family Policy Compliance Office
U.S. Department of Education
Washington, D.C

The Essence
- Federal law designed to protect the privacy of education records
- Provides guidelines for appropriate use and release of student records
- Intended that students' rights be broadly defined and applied
  - Student is "owner" of his or her education record
  - Institution is "custodian" of that record

Key Terms/Definitions
- Education Records
  - Include all record maintained by the institution that is related to the student (in whatever format or medium) with some remedy (with few exceptions)
  - Written, oral, possession of the maker (personal notes)
  - Last education record created by a law enforcement agency for this purpose
  - Employment records (unless employment is based on student status. Reports of student employees [e.g., study, honor, graduate research students] are not of the exclusion (6)(7)
  - Medical, psychological, or counseling center
  - Alumni records (created after the student has graduated)
When do FERPA rights begin?

- FERPA related college record begins for a student when he or she becomes 18 or enrolls in a higher education institution at any age.

Parent

- With reference to FERPA, the term "parent" refers to either parent if the student is financially dependent (IRS definition)

Basic Rights of Students

- To be notified of their FERPA rights at least annually.
- Inspect and review their records.
- Amend an incorrect record.
- Consent to disclosure (with exceptions)

Annual Notification

- All institutions must notify students of their FERPA rights at least annually.
- At ODU information is on Registrar's home page and under policies and procedure (policy 4100)
- Definition of directory information
**Inspection and Review**

- Students have the right to see everything in their "education record" except:
  - Information about other students
  - Financial records of parents
  - Confidential letters of recommendation if they waived their right of access (which cannot be required).

**Inspection and Review**

- There is no records retention policy under FERPA.
  - It does not state what records you must make or how long you must keep them.
  - These are institutional decisions governed by University and state retention policies.
  - You cannot destroy records once requested.

**Directory Information**

- Data items that are publicly releasable so long as the student does not have a "confidential" (no release) flag on the record.

- Each institution establishes and publishes what it considers to be directory information.

**Directory Information**

- Common examples include:
  - Name
  - Address (local and email)*
  - Telephone (local and home)
  - Academic program of study
  - Participation in officially recognized activities and sports
  - Dates of attendance
  - Date of birth
  - Most recent educational institution attended
  - Degrees and awards received
**Directory Information**

- Directory information cannot include:
  - SSN
  - Race/Ethnicity
  - Gender
  - Citizenship
  - Nationality
  - Religion

**Directory Information**

- Every student must be given the opportunity to have directory information suppressed from public release.
- Called "confidential indicator" or "confidential flag" at ODU.
- Everyone within the institution must respect a student's confidentiality when the indicator is present.

**Right to Consent to Disclosure**

- The student has the right to control to whom his or her education record is released.
  - There are several exceptions when that permission is not required.
- We usually require a signed release. Regulations provide flexibility for using electronic signatures.

**When is “prior consent” not required**

- The institution may release records without consent, but is not required to do so. Some examples of exceptions for having a release include:
  - "School officials" with a "legitimate educational interest" or "need to know," employees and legal agents have access to education records in order to perform their official, educationally-related duties.
When is prior consent not required?

- Disclosure to organizations conducting studies to improve instruction, or to accrediting organizations;
- Disclosure to parents of dependent students (IRS definition); a copy of the parents' federal 1040 for the prior tax reporting year must be provided to the Registrar's Office.

When is “prior consent” not required

- To comply with a judicial order or lawfully issued subpoena;
- Disclosure for health/safety emergency; and
- Disclosure of directory information.

In General, DO NOT

- Post any lists of students with ID’s in alphabetical order
- Post grades in any public place
- Post personally identifiable information on web pages
- Discuss grades or other personal information with anyone on the telephone or by email
- Email student information directly to an address that is not an odu.edu address

In General, DO NOT Cont.

- Keep personal notes in a shared file
- Discuss student performance or behavior with parents, spouses, siblings or others claiming to represent the student or his/her interests.
When in Doubt...

Just say “no”
(sometimes that will be difficult!)
Asking Questions and Leading Discussions

Dr. Elaine Justice
Department of Psychology

- Think about the Best discussion class you participated in during your undergraduate career. Identify three things that made it a good experience.
- Think about the Worst discussion class you participated in during your undergraduate career. Identify three things that made it a bad experience.

Anatomy of a Good Discussion

- Create the right atmosphere
  - Develop an expectation for participation
  - Encourage contributions from everyone
  - Reinforce participation

Anatomy of a Good Discussion

- Provide structure
  - Have a clear goal for the discussion
  - Provide trigger material
  - Give careful thought to your initiating questions
Bloom’s Taxonomy of Educational Objectives (Bloom, 1956; Revised 2001*)

- **Knowledge:** Name three things that Goldilocks did.

- **Comprehension:** Explain why Goldilocks liked Baby Bear’s things best.

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Bloom’s Taxonomy of Educational Objectives (Bloom, 1956; Revised 2001)

- **Application:** How do the lessons Goldilocks learned apply to real life?

- **Analysis:** How would the story be different if it was entitled “The Three Fishes”?

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Bloom’s Taxonomy of Educational Objectives (Bloom, 1956; Revised 2001)

- **Synthesis:** Create a sequel to the story to illustrate what Goldilocks learned.

- **Evaluation:** Was what Goldilocks did right or wrong? Why?

---

**Anatomy of a Good Discussion**

- **Facilitate**
  - Ask appropriate probe questions
  - Listen and observe
  - Post and verify
  - Request examples and illustrations
Anatomy of a Good Discussion

- Evaluate
  - Summarize conclusions of the discussion
  - Decide whether the goal has been achieved

Preparing Future Faculty Program

- Presentations and events related to an academic career
- Can earn a PFF Certificate; noted on transcript.
- Send your email address to:
  Dr. Wie Yusuf, PFF Committee Chair, jyusuf@odu.edu or 693-4427
- Website:
  www.odu.edu/success/programs/pff

Spring 2015 PFF Events

- Ethics in Teaching
  - February 27, noon – 2 PM
  - Library Learning Commons, Rm. 1310
- Grant Writing
  - March 20, noon – 2 PM
  - Library Learning Commons, Rm. 1310
Classroom Disruption Defined

"...any behavior that substantially interferes with the conduct of a class."

(Code of Student Conduct, 2012, p. 3)

Examples of Disruptive Conduct

- Persistent late arrivals or leaving early in a manner that disrupts the regular flow of the class.
- Talking while the instructor is talking.
- Speaking in class without first obtaining recognition and permission to speak.
- Use of electronic equipment such as cell phones, computers, MP3 players, etc. in a manner that disrupts the class.
- A student who becomes hostile or verbally abusive when confronted as a result of improper inappropriate behavior.

Guidelines and Policy for Dealing with Disruptive Students.

Two Essential Prerogatives

"Faculty under pressure of coping with a disruptive student may forget that they, as instructors, have two essential prerogatives. The first is to establish and implement academic standards; and the second is to establish and enforce reasonable behavioral standards for each class."

(Amada, 2001a, p. 102)
Truisms of Classroom Disruption

1. When disruptive behavior occurs in your class, you must do something.

2. It is easier to prevent disruptive behaviors than to deal with them after the fact.

(Sorcinelli, 2004)

Preventing Classroom Disruption

- Articulate clear and reasonable parameters for classroom conduct in your syllabus.
- Spend time early in the course discussing your expectations.
- Invite student participation in formulating negotiable rules in classroom decorum.
- Role model desired behaviors you want students to emulate.

Preventing Classroom Disruption

"[T]eachers who state reasonable expectations early, and enforce them consistently, help students avoid the harsh consequences that flow from serious infractions later.‖ (Pavel, 2003).

Principles Guiding Response

- Early intervention is essential.
- Progressive discipline.
- Courtesy, fairness, & respect.
- Private whenever possible.
- Students are not always aware their behavior is disruptive or annoying.
Response Options

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Warning (avoid singling out)</td>
<td>&quot;We have too many private conversations going on at this time, let's focus on the same topic.&quot;</td>
</tr>
<tr>
<td>Individual Reminder (active or passive)</td>
<td>&quot;Hear your ring tone, but please turn it off during class. Also try to control your lines.&quot;</td>
</tr>
<tr>
<td>Private Conversation with Student</td>
<td>Appropriate timing may involve Department Chair, if desired</td>
</tr>
<tr>
<td>Individual Warning</td>
<td>Respectfully and calmly advise the behavior is inappropriate in this moment and request it stops</td>
</tr>
<tr>
<td>Ask Student to Leave</td>
<td>In some cases, dismissing the class for a short break or that session might be preferable</td>
</tr>
</tbody>
</table>

(Pawela, 2003)

Additional Options

- If the student refuses to leave the classroom, call campus police (833-4000)
- Students may be advised (not directed) of the option to drop the course or transfer to another section (if available)
- Students who choose not to drop the course should be advised continuing behavior may result in a student conduct referral

Difficult Conversations

- Invite the student to speak in private
- Acknowledge the student’s emotions if they seem upset, angry, hurt, etc.
- Ask for clarification if necessary
- Paraphrase what the student said
- Focus on the behavior and clearly state the expectations and consequences in the university system
- Ask for the student’s perspective
- Follow up via email

(Adapted from Fister, 1999)

Documentation

- An incident report may be filled online at:
  - http://www.odu.edu/odcl
- Documentation should:
  - Be specific, factual, and objective
  - Be created shortly following the incident
  - Use concrete behavioral terms
  - Be organized chronologically
  - Describe the student’s observed behavior & any response by the instructor and/or peers
  - Lack editorializing, judgment, or speculation
  - Be delivered in a timely fashion to the Office of Student Conduct & Academic Integrity

(Documentation guidelines adapted from National 2001)
Concerning Behaviors

- Immediate concerns for health and safety should always result in prompt notification of police (911 or 3-4000 from a campus phone).
- Bizarre or worrisome behaviors of concern should be reported to the Threat Assessment Team (team@odu.edu)

Resources

- You can always call the Office of Student Conduct & Academic Integrity (OSCAI) for a consultation at 643-5431
- Code of Student Conduct
  - http://www.odu.edu/policy/bob/bobw150/1520
- Faculty Handbook (Guidelines and Policy on Dealing with Disruptive Students)
- OSCAI Faculty Resources
  - http://www.odu.edu/officeofstudentconduct/integrity

References


Today's Agenda

- Basics of Presentations:
  - Preparation
  - Practice
  - Visual Aids
  - Nonverbals
  - Presenting

Preparation

- Things to Consider:
  - Be Knowledgeable
    - And Establish Your Credibility
  - Know your Audience
    - Majors, knowledge level...

Preparation

- Things to Consider
  - What to Include
    - What Are Your Goals?
  - Important Terminology
  - Thinking Ahead
  - Consider Time
  - Repeat and Emphasize Important Points
**Preparation**
- Things to Consider
  - Language
  - Plan for Discussion and Questions

**Preparation**
- Know Your Strengths and Weaknesses
- Consider Your Options
- Have a Backup → Murphy's Law!

**Practice**
- A LOT
- With Your Notes
- Edit as You Go
- Don't Underestimate the Dress Rehearsal

**Visual Aids**
- Pros:
  - Reinforce Points
  - Clarity
  - Enhance Memory
  - Reduce Your Nervousness
Visual Aids
- Cons
  - Not all visual learners
  - Can be distracting
  - Murphy’s Law
- Creating and Using
  - Keep it simple
  - Explain (if necessary)

Nonverbals
- Look the Part
- Close the Distance
- Consider Your Gestures
- Eye Contact
- Pitch

Presenting
- Breathe!
- Be Confident
- Be Self – Aware
- Repeat Important Points More Than Once

Presenting
- Repeat Important Points More Than Once (And Emphasize!)
- And After...Evaluate
Review
- Preparation
- Practice
- Consider Your Nonverbals
- Presenting

Questions?

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