GRADUATE TEACHING ASSISTANT INSTRUCTORS' INSTITUTE
THURSDAY, AUGUST 25, 2016
AGENDA

7:45  Registration & Breakfast

8:15  Introduction & Overview
      Robert Wojtowicz, Dean, The Graduate School

8:25  Accommodating Students with Disabilities — Elisabeth Dickie, Office of Educational Accessibility

8:55  FERPA — Humberto Portelles, Office of the University Registrar

9:10  Threat Assessment, Sexual Harassment, S.A.F.E. 101 for Faculty/Staff/TAs,
      & Related Issues
      Kelly Petrey, ODU Police Department
      Ariana Wright, Office of Institutional Equity & Diversity
      LaWanza Lett-Brewington, Women’s Center

9:40  Information Technology Services — Candice Goudin, Help Desk Manager

10:00 Break

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

10:40 Working with Students at a Distance
      Tom Socha, Department of Communication & Theatre Arts

11:00 The Center for Learning and Teaching — M’Hammed Abdous, The Center for Learning and Teaching

11:15 Student Panel of TA’s

11:45 Introduction of Associate Deans — Robert Wojtowicz, Dean, The Graduate School

11:55 Lunch - Webb Center – Hampton/Newport News Rooms

1:00 Asking Questions & Leading Discussions — Bryan Porter

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

2:00 Effective Presentations Workshop — 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

Vision

OEA will be the premier model for engaging students who experience disabilities and maximizing their successes.

Mission

As a welcoming, engaging, and supportive environment, OEA offers dynamic educational support services for students who experience disabilities so they can be successfully accommodated and included in the rich diversity of university life.

We are currently serving 882 students

Breakdown of students by disability

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
- Golf Cart/Mobility assistance

Additional Supports and Services

- Individual meetings with students to work on time management
- Study strategies
- Self-advocacy skills
- On-demand meetings regarding urgent issues
- Screening for potential disabilities
- ADHD trainings and support groups
- Assistive Technology referrals and trials
- SPAN 101 and MATH 102 for students with disabilities
Important Considerations

- Ensure that all technology is accessible for students with vision and hearing impairments (videos captioned and web websites readable)
- Consider universal design when planning courses.

Your responsibilities

- Provide accommodations as outlined in the accommodation letter.
- Consider accommodation needs when planning class activities, quizzes, and exams.
- Help to identify possible note-takers in your classroom if note-sharing is requested.
- Ensure that tests are received in the Educational Accessibility Office prior to the exam time.
- Never disclose a disability to others!!

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
What is FERPA?
- The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that governs the release of, and access to, student educational records. The law seeks to protect the rights of students and to ensure the privacy and accuracy of education records, applies to all schools that receive funds under applicable programs administered by the U.S. Department of Education.

What are a student's rights under FERPA?
- The right to inspect and review their education records.
- The right to seek to amend education records that are believed to be inaccurate or misleading.
- The right to demand that personally identifiable information be disclosed only with student consent, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint against the institution if they believe these rights have been violated.

What is an education record?
- An education record is any record which contains information that is personally identifiable to a student and is maintained by the university on behalf of the student. Education records may include:
  - Written and printed documents
  - Electronic media
  - Magnetic tape (microfilm and microfiche)
  - Film
  - Diskette or CD
  - Video or audio tapes
  - This includesampus or other records obtained from a school in which a student was previously enrolled.

What information is not considered part of an education record?
- Sole possession records or private notes of individual staff or faculty that are not accessible or released to other personnel
- Law enforcement or campus security records
- Employee records (unless contingent upon attendance)
- Medical records
- Alumn records

Directory Information
- Under FERPA, some information included in a student's education record is defined as directory information. Institutions may disclose that information without violating the law if it has specifically designated that information as "directory information."
- A student can request that the institution not release any information about them (including directory information), and the institution must comply with this request.
ODU has designated the following as Directory Information:

- Name
- Address
- Telephone Number
- E-Mail Address
- Date of Birth
- Photograph
- Major Field of Study
- Participation in Officially Recognized Activities
- Weight and Height of Athlete: Team Members
- Dates of Attendance
- Degrees, Honors, and Awards Received
- Most Recent Educational Institution Attended

Specific Issues for Faculty and Instructional Staff

- Since grades can never be directory information, it is inappropriate to post grades in a public setting.
- An instructor may, however, post grades if the grades are posted in such a manner that only the instructor and the individual student can identify the individual and his or her grade.
- It is recommended that such a list not be in the same order as the class roster or in alphabetical order.

Specific Issues for Faculty and Instructional Staff

- Students cannot choose to remain anonymous in the classroom setting.
- If a student has requested that no information about them be released without their prior consent, that does not mean that the instructor cannot call on him or her by name in class, or that the student's email address cannot be displayed on an electronic classroom support tool such as a discussion board, a blog, or similar tools.

Storing Student Information

- If you store information about students (grades, recommendation letters, etc.) you should always use the H: (network) drive. This drive is protected by a firewall.
- Do not use the local drive on your computer.
- Never store student information on the web.
- When communicating with students, use the @odu.edu email address.

If you have any questions, please contact me:

Humberto Portelliz
Interim University Registrar
hportelliz@odu.edu
(757) 683-3626
Threat Education, Assessment, and Management (TEAM)

Virginia Tech
April 16, 2007
Code of Virginia: § 23-9.2:10

Requires:

- Each public institution to have in place policies and procedures for prevention of violence on campus.
- Board of visitors or governing body to determine a committee on campus including representatives from student affairs, law enforcement, human resources, counseling services, residence life and as needed from other constituencies.
- Committee to develop a clear statement/policy and make it available to the campus community.
- Provide guidance regarding recognition of threat or threatening behavior to the campus community.

Code of Virginia: § 23-9.2:10

Requires:

- Identify members of the community to whom threatening behavior should be reported.
- Committee to develop policies and procedures for assessment of individuals posing threat, appropriate means of intervention and take necessary actions with such individuals.
- Threat assessment team to establish relationships to expedite assessment and intervention with individuals whose behavior may present a threat to safety.
- No member of threat assessment team shall further disclose any criminal history record or health information or otherwise use any record of an individual beyond the purpose for which such disclosure was made.
ODU THREAT Team

A cross-functional, multidisciplinary group that is responsible for evaluating and managing the risks associated with certain behaviors that may pose a threat to the University community’s safety.

TEAM Composition

- **Rhonda Harris**: Chief of Police (Chair)
- **Keitha Boone**: Chief of Police Designee
- **Judy Bowman**: Assistant Vice President for Undergraduate Studies
- **Janet Katz**: Associate Dean of Arts and Letters
- **Don Stansberry**: Dean of Students and Associate Vice President
- **Laura Ulmer**: Director of Student Conduct & Academic Integrity
- **Nancy Badger**: Executive Director of Counseling Services
- **Kathy Williamson**: Director of Human Resources
- **Advisors to the Team:**
  - Earl Nance (University Counsel)
  - Jay Wright (University Counsel)
  - Kelly Petrey (TEAM Coordinator)
TEAM Responsibilities

1. Educate the University community
2. Evaluate the risk of targeted violence
3. Evaluate the risk of self-harm
4. Develop the most appropriate response
5. Assist preventative safety measures
6. Consult with University community members
7. Provide recommendations
8. Create, revise, or recommend policies and procedures

Behaviors that May Cause Concern

- "Abnormal" behavior
- "Outsiders"
- Hypersensitivity to criticism
- Failure to take responsibility for their own actions
- Real/Perceived injustice
- Aggressive/threatening behavior
- Recent acquisition/fascination with weapons
- Homicidal/suicidal ideations
Why Wouldn’t I report a Concern?

What can you can do...

- Establish behavioral norms for your environment.
- Early intervention is key - if you see something, say something.
  - Kelly Petrey, Threat Assessment Coordinator
  - kpetrey@odu.edu
  - 757-683-5798
  - team@odu.edu
Graduate Teaching Assistant Instructors’ Institute

Presented by
Ariana Wright
Equal Opportunity Officer
Office of Institutional Equity and Diversity

Student Demographics
- 49% White
- 25% Black
- 4% Asian
- < 1% Native American
- < 1% Native Hawaiian/Pacific Islander
- 6% Hispanic
- 6% Two or more races
- 6% Unknown

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

Discrimination
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Age Discrimination in Employment Act
- Americans with Disabilities Act
- Equal Pay Act
- Rehabilitation Act of 1973
- Executive Order 11246

Protected Categories
- RACE, COLOR, NATIONAL ORIGIN
- AGE
- SEX
- DISABILITY
- CITIZENSHIP
- PREGNANCY
- RELIGION
- GENETIC INFORMATION

Applicable University Policies
- Accommodations for Persons with Disabilities
- The Discrimination Policy
- https://www.odu.edu/equity
Accommodations for Persons with Disabilities

- Students should contact the Office of Educational Accessibility
- Faculty and Staff should contact the Office of Institutional Equity and Diversity

The Discrimination Policy

- It can be used by any member of the University community, including students, employees, alumni, and volunteers.

Internal Formal Process
- Students have 5 years
- Non-Students have 180 days

What is Sexual Harassment?

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

Common Forms of Harassment

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

More Subtle Forms

- Staring
- Intimidating through silence
- Isolating
- Altering job responsibilities
- Terminating a person's job
Sexual Violence

- Intentional Non-Consensual Sexual Contact/Attempts
- Non-consensual Sexual Intercourse/Attempts
- Sexual Exploitation
- Sexual Assault
- Domestic/Dating Violence
- Stalking

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 for Civil Rights has oversight.

Your Role in Title IX Compliance

- Immediately report incidents of sexual harassment or sexual assault to the Title IX Coordinator or Deputy Title IX Coordinators.
- Cooperate and aid the university in any investigation or inquiry.
- Make referrals to the university’s Title IX Coordinator.

Title IX Reporting Contacts

Title IX Coordinator
ReNeé S. Dunnman, Assistant VP Equity and Diversity
Deputy Title IX Coordinators
1. Lanay Newsom, Director Equity and ED/AA
2. Trace Daniels, Special Assistant to VP of SEES
3. Deb Polka, Sr. Associate Athletic Director
4. Brian Payne, Vice Provost

Title IX

Once the University has notice of sexual harassment the university must:

- Take immediate and appropriate steps to investigate what occurred.
- Take prompt and effective action to end the harassment, remedy the effects and prevent recurrences.

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/fire the person, or
- 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 on behalf of 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, living, and learning environment where every person is treated with dignity and respect.

YOU

play a vital role in making this happen!!!

Contact:

ReNee S. Dunman
Assistant Vice President of Institutional Equity and Diversity, Title IX Coordinator and Section 504 Coordinator
rdunman@odu.edu
757-683-3141
1301 Spong Hall
Old Dominion University
Women's Center
S.A.F.E. 101
Graduate Teaching Assistant
Instructor Institute
La Wanita Lett-Brewington
Director
757-683-4109, llettbra@odu.edu

Sexual Assault & Abuse Free Environment (S.A.F.E.) 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

- Discrimination Policy
- Violations of ODU's Discrimination Policy should be reported to the Office of Institutional Equity and Diversity.

Student Discloses to You

- Listen with empathy
  - I'm sorry this happened to you. 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: 757-683-4109
- YWCA Sexual and Domestic Violence Services
  - 24-Hour Crisis Support: 757-226 YWCA (9922)
- ODU Student Health Center
  - 757-683-3132
- 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
Information Technology Services (ITS)
GTA Institute Orientation - August 2016

OLD DOMINION UNIVERSITY

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.

Technical Support
Contact the Help Desk with all of your technology issues.

- 1504 Wehbu Hall
  Mon. - Fri. 8 a.m. to 9 p.m.
  Sat. 8 a.m. to 4 p.m.
- odu.edu/its
- 757.683.3192 (24 x 7)
- ishelp@odu.edu (24 x 7)
- Knowledge Database: kb.odu.edu
- Online Requests: fp.odu.edu

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/eduroom
  - Authenticated system
  - Most buildings and outside areas on campus
- ODU Alerts
  - Opt-in emergency alert system: [www.odu.edu/alerts](http://www.odu.edu/alerts)
  - Email, phone or text message

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**Computer Labs**

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

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**Learning Commons**

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

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**Instructional Resources**

- Blackboard
- Adobe Connect
- WebEx
- OpScan grading
- WordPress
- Lynda.com
- Box
- Google Apps
**Classroom Central**

- Support for all Technology Classrooms
- All rooms are secured
- Some equipment desks/podiums secured
- Equipment cabinet key from ITS Help Desk
- TurningPoint Personal Response Systems (PRS)
- Classroom Course Capture
- Document camera delivery
- Training provided by CLT (clt.odu.edu)

**Technology Classroom Access**

- University Proximity ID access
  - BAL, Dragas, Education, Health Sciences, PSB 1100, SRC, Diehn
  - Request PROX ID card: email cardcenter@odu.edu
  - Activate PROX ID access; email ldsbe@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
- Protect University sensitive data
  - FERPA
  - HIPAA

**Software**

- McAfee
  - Free download from the ITS website
- Office 365
  - Latest version of Microsoft Office for Windows or Mac on up to 5 computers, plus mobile devices
  - Free upgrades for as long as you are part of ODU
  - odu.edu/office365
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
Information Technology Services (ITS) provides technology infrastructure, services and support to Old Dominion University. Our mission is to provide customer focused and cost effective computing and communications services that meet the needs of ODU.

WE MAINTAIN AND MANAGE:
- Computing
- Email Accounts
- Computer Labs
- Internet Connections
- Wi-Fi
- Classroom Technology Equipment
- Cable
- Telephone Networks

Key ODU Services/Accounts

<table>
<thead>
<tr>
<th>Service/Account</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDAS</td>
<td>ODU's login ID and password management system. Enables access to majority of student accounts and University IT resources.</td>
<td>midas.odu.edu</td>
</tr>
<tr>
<td>myODU Portal</td>
<td>One-stop, personalized, anywhere, anytime access to ODU email, Blackboard, calendars, news, information, etc.</td>
<td>my.odu.edu</td>
</tr>
<tr>
<td>Faculty/Staff Email</td>
<td>Official electronic mail system for distributing course-related communications, policies, announcements, etc.</td>
<td>my.odu.edu or outlook.odu.edu</td>
</tr>
<tr>
<td>Student Email</td>
<td>Access student email managed by Google</td>
<td>my.odu.edu or monarchs.odu.edu</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Online learning management system</td>
<td>my.odu.edu or blackboard.odu.edu</td>
</tr>
<tr>
<td>Leo Online</td>
<td>Access and manage personal information, financial aid information, course schedules, register for classes, etc.</td>
<td>my.odu.edu or leoonline.odu.edu</td>
</tr>
<tr>
<td>ResNet</td>
<td>Residential Network information for students living on campus</td>
<td>odu.edu/its</td>
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</tbody>
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Responsible Computing

GTAs must be aware of and comply with certain federal and state regulations:

- Family Educational Rights and Privacy Act (FERPA) – This is a Federal law that protects the privacy of student education records.
- Health Insurance Portability and Accountability Act (HIPAA) – This act requires the protection and confidential handling of protected health information.

Protect Sensitive Data

- You will be required to change your MIDAS password every 180 days. Use a strong password and never share your password with others.
- Protect your accounts: You are responsible for all activity on your University accounts.
- Minimize the risk of a data exposure or theft: Store sensitive data only on University servers.
- Use anti-virus software: The University has a site license for McAfee anti-virus software that permits you to download the software for use on your home computer for free as long as you are an employee of the University. Download McAfee from the ODU website to make sure your computer is protected.

The Help Desk is the first point of contact for IT applications and services and provides centralized technology support to Old Dominion University. ITS provides 24-hour telephone and email problem reporting and a Help Desk that is open 6 days a week for walk-up support.

Contact the ITS Help Desk

📞 757.683.3192  🧑‍💻 1504 Webb Center  🌐 itshelp@odu.edu  🖥️ www.odu.edu/its  📞 oduits  🎥 odu_its

WE HAVE ANSWERS!
All of the resources listed below require a MIDAS account for access. If using on-campus computers, access to the Local Area Network (LAN) is also required.

**Blackboard** ([blackboard.odu.edu](http://blackboard.odu.edu))
Most faculty use Blackboard to provide course materials, course syllabi, tests and grades. Access to Blackboard is available 24 to 48 hours after you create your MIDAS account, and after your department creates your teaching assignment in Banner.

ODU also provides SafeAssign, a Blackboard plugin that detects plagiarism by checking against multiple databases.

**Testing and Assessment**
You can use Respondus to create and manage exams, and then print them or publish them to Blackboard. Respondus lock-down browser (LDB) locks down the testing environment within Blackboard, ensuring that students are unable to print, copy, go to another URL or access other applications during the test.

**OpScan**
We offer OpScan test scoring in the ITS Network Operations Center, in the Engineering & Computational Sciences Building. OpScan test forms are sold at the University Village Bookstore. Instructions for administering, submitting and processing tests are available at [odu.edu/its](http://odu.edu/its).

**Web Conferencing and Collaboration**
There are a couple of tools that faculty and students can use for online face-to-face meetings and presentations. You can stream content, chat, and share screens or files.

- Adobe Connect ([connect.odu.edu](http://connect.odu.edu))
- WebEx ([odu.edu/webex](http://odu.edu/webex))

**Software**
The following software is available to students, faculty and staff at no charge, thanks to licensing agreements.

- McAfee Virus Scan ([odu.edu/its](http://odu.edu/its))
- Office 365 ([odu.edu/office365](http://odu.edu/office365))
- Other instructional software such as EndNote and X-WIN 32 is available for download at [odu.edu/its](http://odu.edu/its).

**Lynda.com** ([odu.edu/lynda](http://odu.edu/lynda))
Lynda.com is an online training library with instructional videos about the latest software, creative and business skills. All faculty, staff and students have access to this resource at no charge.

**Remote File Access**
You can access files on University servers by mapping your network drives. Directions can be found at [odu.edu/its](http://odu.edu/its).

You can also store files and collaborate on documents anywhere using Box ([odu.box.com](http://odu.box.com)).

**Academic Labs**
Faculty and staff can request installation of specialized, course-specific software in the academic computer labs. Requests should be submitted by the following deadlines:

- Fall semester: July 15
- Spring semester: November 15
- Summer: April 1

**Teaching Labs**
Reserve any of ODU’s teaching labs by contacting the Lab Reservation Coordinator at itshelp@odu.edu or 683-5156.

- **Norfolk Campus**
  - BAL 1013 C: 20 stations
  - BAL 1013 B: 24 stations
  - BAL 1013 A: 40 stations
- **Peninsula Higher Education Center**
  - PHEC 251: 20 stations
- **Virginia Beach Higher Education Center**
  - VBHEC 232/234: 25 stations each
- **Tri-Cities Higher Education Center**
  - TCHEC 1230/1231: 25 stations each (can be combined into 1 room with 50 stations)

**Printing Resources**
Laser printers are available in all labs for student use. (Faculty and staff cannot print in ITS labs.) We also offer centralized high-speed, high-volume printing for all faculty and staff on the 4th floor of the Engineering and Computational Sciences Building.

**Virtual Environments**
**Monarch Virtual Environment (MOVE)** ([move.odu.edu](http://move.odu.edu))
MOVE allows users to access standard lab computers from any internet enabled device — including smart phones or tablets — 24 hours a day.

**Virtual Computer Lab (VCL)** ([vcl.odu.edu](http://vcl.odu.edu))
You can reserve a “virtual computer” with specific operating systems and applications. Access VCL 24x7 via the internet from any computer.
Classroom Central provides equipment, services and support in the University's technology classrooms. There are technology classrooms on the Norfolk campus and at all Higher Education Centers. A list of all technology classrooms is available at odu.edu/its.

**Personal Response Systems**
ODU currently uses Turning Point Technologies Personal Response System. Ask questions in class, and get instant feedback from students using RF transmitters (clickers) to answer with a click of a button. Personal Response Systems can be delivered to classrooms with up to 75 students. Students can also purchase a license to respond using a smart phone or a notebook. Please email classroomcentral@odu.edu or call the ITS Help Desk (3192) to schedule a demonstration of the product.

**Classroom Course Capture**
You have the ability to record class lectures and all images shown through the ceiling-mounted data projector in technology classrooms. You can then make these recordings available to students in Blackboard. Please contact Classroom Central at classroomcentral@odu.edu for more information, a demonstration, or to request Classroom Course Capture services.

**Software**
Computers in all technology classrooms are loaded with a standard suite of software. If you need additional software in specific classrooms, please submit your request to the ITS Help Desk at itshelp@odu.edu.

Specialized software is removed at the end of each semester, so you’ll need to submit software requests at the beginning of every new semester. It can take up to 14 days for installation and testing of software after the request is made.

**Technology Desk/Podium Keys**
For security purposes, all technology desks and podiums are secured, and some require a key to access the equipment. If you’re teaching in a technology classroom that requires a key, you can pick one up from the ITS Help Desk in Webb Center, Room 1504. A list of all technology classrooms and the type of desk/podium they have is available at odu.edu/its.

**Technology Classroom Door Keys**
Technology classroom doors are kept locked. Door access is described in the table below. To get a CRSM or OC1 key, your department must submit a Request for Key form (available from Facilities Management at 683-4269). You can get a proximity card (which also serves as your University ID) from the University Card Center. Once you have your card, send a request to itshelp@odu.edu to activate proximity card access.

<table>
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<tr>
<th>Type of Access</th>
<th>Building</th>
<th>Who to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC1 Key</td>
<td>Constant Hall</td>
<td>Department sends key request form to Facilities Management</td>
</tr>
<tr>
<td>CRSM Key</td>
<td>Kaufman Hall, Mills Godwin Building, Oceanography and Physics Building</td>
<td>Department sends key request form to Facilities Management</td>
</tr>
<tr>
<td>Proximity Card</td>
<td>Batten Arts &amp; Letters Building, Diehn Fine and Performing Arts Center, Dragas Hall, Education Building, Health Sciences Building, Physical Sciences Building II, Student Recreational Center</td>
<td>Obtain a proximity card from the University Card Center. Then request classroom access from ITS.</td>
</tr>
</tbody>
</table>
The Learning Commons @ Perry Library is a dynamic, collaborative environment operated by the University Libraries, Information Technology Services and Academic Enhancement.

You'll find campus resources, services and the expertise of several academic departments in a single location that facilitates student learning through exploration, collaboration and discussion. There are traditional workspaces and quiet spaces, flexible furniture, a cafe with indoor and outdoor seating, and the following:

Help Desk
The Help Desk is open Sunday, 9 a.m., to Friday, 10 p.m., and Saturday, 9 a.m. to 10 p.m. Here, we offer research and technology instruction, equipment loans and library reference services.

Meeting Rooms
Our presentation rooms have the same technology as all ODU classrooms. Students can reserve these rooms to practice class presentations and record themselves for review or critique.

We also have seven smaller collaboration rooms, each with a flat panel TV, computer and laptop hookup.

Computer Lab
In addition to standard lab computers, we have:

- 6 dual-monitor GIS workstations
- 6 high-end Windows-based media computers
- 12 high-end iMacs with Adobe Creative Suite and Final Cut Pro
- 3 Adesso CyberTablets
- 1 sound booth

Tutoring Services
Peer Educator Program
uc.odu.edu/taa
peereducator@odu.edu
683-6396

Math and Science
Resource Center
sci.odu.edu/msrc
msrc@odu.edu
683-6/76

Writing Center
al.odu.edu/writingcenter
683-4013

Mobile Monarch
Student Notebook Program
www.odu.edu/mobilemonarch

While you can use any notebook that meets ODU's minimum technical specifications, ODU recommends notebooks through the Mobile Monarch Student Notebook Program. The University Village Bookstore offers Mobile Monarch computers (Apple and Dell), specially selected to meet the requirements of the University's academic computing environment.

- Save Money: Higher education discount pricing
- Peace of Mind: Quality computer designed to last 4+ years
- On-site Service Center: Take the guesswork out of repairs
- Convenience: Loaner notebooks available while yours is serviced

The Learning Commons @ Perry Library
4427 Hampton Blvd, Norfolk  |  683-4178
odu.edu/learningcommons
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."

(Challenges in American Academic Writing section, para. 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 Reindi, 2003, p. 9, emphasis added).

WHAT IS PLAGIARISM?

- The QOUC 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 as if it were original work;
    - Making simple changes to borrowed materials while leaving the organization, content, or phrasing intact;
    - Plagiarism also occurs in group projects if one or more of the members of the group does none of the group's work and 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 Probation
  - Required educational conditions/participation in educational activities
  - Grade sanction (usually an F on the assignment/exam or an F in the course, or both)
  - Academic Dishonesty notation on academic transcript
  - Conduct Suspension
  - Conduct Expulsion
- Strained relationships with peers/faculty/coaches/family/friends
- Sense of loss/disappointment/embarrassment/shame/guilt
- Post/future academic work may be regarded as suspect (reputation)
- GPA/academic continuance (may not use grade forgiveness)
- Conduct record/notion 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.odu.edu/content/dam/odu/offices/brv/policies/1500/8CV1530.pdf](https://www.odu.edu/content/dam/odu/offices/brv/policies/1500/8CV1530.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
- OSCAI Academic Integrity Violations Report Form: [https://www.odu.edu/foodandscience/faculty/academic-integrity/academic-integrity](https://www.odu.edu/foodandscience/faculty/academic-integrity/academic-integrity)
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.nd.edu/content/dam/ndu/office-of-student-conduct/student-integrity/docs/student-plagiarism-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 Hampson woods city during the next fiscal year?

Assignment Design

- Explain purpose of the assignment
  Writing = Assignment = Grade
  VS
  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 contact 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 visibility 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://owl.english.purdue.edu/
  - http://guides.lib.odu.edu/cite

REFERENCES


ASSUMPTION 1: MESSAGES MATTER

ASSUMPTION 2: TEACHER-UPDATED STAND IS A "RELATIONSHIP"

Assumption 3: LOW-PROXIMITY RELATIONSHIPS NOT THE SAME AS HIGH-PROXIMITY RELATIONSHIPS
Assumption 4: Imagined communication realities play an important role in low-proximity relationships.

Elements of Instructional Communication:
- Who
- Says what
- To whom
- In what context
- By what media
- With what effect

Imagining Learners:
1. Ages
2. Educational preparation
3. Work experience
4. Learning motivations
5. Cultures
IMAGINING LEARNING CONTEXTS

- Times: 24/7 learning, in time-limited episodes, in varied schedules
- Places: homes, coffee shops, planes, trains, & automobiles, Navy vessels, and more
- Hardware: Apple's, PCs, Pads, phones
- Software: Blackboard, ODU Personal Learning Environment (PLE), Web-EX, and (gotta love) the email
- Allied Contextual Learning Features: access to brick/mortar library, access to "live," peer learners, access to quiet learning space, and more

SUGGESTIONS

- Manage immediacy challenges
- Think "relationship"
- Use inclusive language ("we")
- Manage frequency of messages ("enough")
- Listen to the good people at the ODU Center for Learning and Teaching: Professor Abdous' talk is up next!
**Asking Questions and Leading Discussions**

**Dr. Bryan Porter**  
**Associate Dean**  
**The Graduate School**

Adapted with permission from Dr. Elaine Justice, Psychology

---

**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.

---

**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"?
Anatomy of a Good Discussion

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

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

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. Wle Yusuf, PFF Committee Chair
  lynnus@odu.edu or 693-4437
- Website: www.odu.edu/success/programs/pff

Fall 2016 PFF Events

Technology, Techniques, and Tips from Top Teachers
- October 14, noon – 2 PM
- Library Learning Commons, Rm. 1310

The Inside Scoop on Publishing
- November 11, noon – 2 PM
- Library Learning Commons, Rm. 1310
Classroom Disruption

GTAI Institute
August 25, 2016
Erin Banton
Office of Student Conduct & Academic Integrity

Classroom Disruption Definition

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

(Code of Student Conduct, 2012, p. 9)
Examples

- 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 belligerent or verbally abusive when confronted as a result of his/her inappropriate behavior.

Guidelines and Policy for Dealing with Disruptive Students

Why It Matters

- Incivility negatively impacts academic and intellectual development, and the student’s commitment to the institution (Hirschy & Braxton, 2004).
- Incivility can lead to lower engagement and grades (Caza & Cortina, 2007).
- Faculty report incivility negatively impacts wellness and can cause a change in teaching style (Lampman, Phelps, Bancroft & Beneke, 2009).
- “Institutions where faculty create an environment that emphasizes effective educational practices have students who are active participants in their learning and perceive greater gains from their undergraduate experience” (Umach & Wawrzynski, 2005).
What You Can Do
Prevention

- 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

Response Options

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Warning (avoid singling out)</td>
<td>“We have too many private conversations going on at this time; let’s focus on the same topic.”</td>
</tr>
<tr>
<td>Individual Reminder (active or passive)</td>
<td>“I love your ringtone, but please turn it off during class.” Also try eye contact, long pauses</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 disruptive in-the-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>

(Pavela, 2003)
What You Can Do
Tips for Response

- Early intervention and following through with syllabus is essential
- Progressive discipline
- Private discussion when possible
- Students are not always aware their behavior is disruptive or annoying

What You Can Do
Difficult Conversations

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

(Adapted from Fister, 1999)
What You Can Do
Advanced Situations

■ If the student refuses to leave the classroom, call campus police (683-4000).

■ Document behavior and contact OSCLI. We can help before your next class if you contact us ASAP.

■ 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.

What You Can’t Do

■ Force the student to transfer to another section without a student conduct hearing.

■ Permanently remove the student from class without a student conduct hearing.
■ You can ask a student to leave the current class session if they are being disruptive.
■ Students are allowed to continue attending class while a conduct hearing and hearing decision is pending, unless otherwise communicated in writing.
GTA/Faculty Resources

- You can always call the Office of Student Conduct & Academic Integrity (OSCAI) for a consultation at 683-3431.
- Code of Student Conduct
  - http://www.odu.edu/policy/bov/bov1500/1530
- Faculty Handbook (Guidelines and Policy on Dealing with Disruptive Students)
- OSCAI Faculty Resources
  - http://www.odu.edu/facultystaff/teaching/conduct-integrity

References

Effective Presentations
Graduate Teaching Assistant Instructors’ Institute

Sara N. Morgan
Department of Communication and Theatre Arts

Today’s Agenda
- Preparation
- Content
- Practice
- Visual Aids
- Nonverbals
- Presenting
Preparation

- Know your Audience - Majors, knowledge level...
- Consider Your Strengths and Weaknesses
- Consider Your Options

Content

- What to Include
  - What Are Your Goals?
  - Important Terminology
  - Set Foundations
  - Consider Time
  - Repeat and Emphasize Important Points
  - Plan for Discussion and Questions
Practice
- *A LOT*
- With Your Notes
- Edit as You Go
- Don’t Underestimate the Dress Rehearsal

Visual Aids
- Pros:
  - Reinforce & Clarify Points
  - 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
- Make Eye Contact
- Pitch
Presenting

- Establish Your Credibility
- DON'T Go In Cold!
- Breathe!
- Be Confident
- Repeat Important Points More Than Once

Presenting

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

Questions?

Sara N. Morgan
BAL 3013
757-683-7119
snmorgan@odu.edu
Please indicate your College:

- College of Arts & Letters
- Strome College of Business & Public Administration
- Darden College of Education
- Batten College of Engineering & Technology
- College of Health Sciences
- College of Sciences

Please indicate your Graduate Program:


Please indicate your Degree Level:

- PhD/Professional Doctorate
- Master’s
- Graduate Certification Licensure
- Ed Specialist
- Other

Please rate each presentation:

5-Excellent  4-Good  3-Average  2-Below Average  1-Poor  0-Don't Know

Introduction & Overview
Accommodating Students with Disabilities
FERPA
Threat Assessment, Sexual Harassment, S.A.F.E. 101 for Faculty/Staff/TAs & Related Issues
Information Technology Services
Plagiarism, the Honor Code, & Academic Dishonesty
Working with Students at a Distance
The Center for Learning and Teaching
Student Panel of Previous TA’s
Asking Questions & Leading Discussions
How to Deal with Disruptive Behavior
Effective Presentations Workshop
Overall Institute

Comments


