<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>Registration &amp; Breakfast</td>
</tr>
<tr>
<td>8:00</td>
<td><strong>Introduction &amp; Overview</strong> – Robert Wojtowicz, Vice Provost &amp; Dean of the Graduate School</td>
</tr>
<tr>
<td>8:05</td>
<td><strong>Threat Assessment, Sexual Harassment, S.A.F.E. 101 for Faculty/Staff/TAs, &amp; Related Issues</strong></td>
</tr>
<tr>
<td></td>
<td>Teri Wilson, ODU Police Department</td>
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<tr>
<td></td>
<td>Ariana Wright, Office of Institutional Equity &amp; Diversity</td>
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<tr>
<td></td>
<td>La Wanza Lett-Brewington, Women’s Center</td>
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<tr>
<td>8:50</td>
<td><strong>FERPA</strong> – Humberto Portellez, Office of the University Registrar</td>
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<tr>
<td>9:15</td>
<td><strong>Accommodating Students with Disabilities</strong> – Elisabeth Dickie, Office of Educational Accessibility</td>
</tr>
<tr>
<td>9:50</td>
<td><strong>Information Technology Services</strong> – Candice Goodin, Assistant Director, Client Services, ITS</td>
</tr>
<tr>
<td>10:00</td>
<td><strong>The Center for Learning and Teaching</strong> – Dan Greenwood, The Center for Learning and Teaching</td>
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<tr>
<td>10:05</td>
<td>Break</td>
</tr>
<tr>
<td>10:15</td>
<td><strong>Asking Questions &amp; Leading Discussions</strong> – Bryan Porter, Associate Dean, The Graduate School</td>
</tr>
<tr>
<td>10:45</td>
<td><strong>Working with Students at a Distance</strong> – Tom Sacha, Department of Communication &amp; Theatre Arts</td>
</tr>
<tr>
<td>11:15</td>
<td><strong>Student Panel of Previous TAs</strong></td>
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<tr>
<td>11:45</td>
<td><strong>Introduction of Associate Deans</strong> – Robert Wojtowicz, Vice Provost &amp; Dean of the Graduate School</td>
</tr>
<tr>
<td>11:50</td>
<td>Lunch – Hampton/Newport News Rooms, Webb Center</td>
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<tr>
<td>1:00</td>
<td><strong>Plagiarism, the Honor Code, &amp; Academic Dishonesty</strong></td>
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<tr>
<td></td>
<td>Laura Ulmer, Office of Student Conduct &amp; Academic Integrity</td>
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<td></td>
<td>Megan Boeshart, Writing Center</td>
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<tr>
<td>1:30</td>
<td><strong>How to Deal with Disruptive Behavior</strong> – Laura Ulmer, Office of Student Conduct &amp; Academic Integrity</td>
</tr>
<tr>
<td>2:00</td>
<td><strong>Effective Presentations Workshop</strong> – Sara Morgan, Department of Communication &amp; Theatre Arts</td>
</tr>
<tr>
<td>2:30</td>
<td>Wrap-Up – Complete Evaluations and Release</td>
</tr>
</tbody>
</table>
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

- Brenda Harris: Chief of Police (Chair)
- Keitha Burren: Chief of Police Designee
- Tami Wilson: Threat Assessment Coordinator
- Judy Bournes: Assistant Vice President for Undergraduate Studies
- Janet Buzi: Associate Dean College of Arts and Letters
- Yael Berson: Associate Dean of Students
- Laura Wilber: Director of Student Conduct & Academic Integrity
- Courtney Kelly: Title I Coordinator

- Nancy Rodger: Director of Counseling Services
- Allison Wrayboy: Director of Human Resources for Employees Relations & Strategic Initiatives

Advisors to the Team:

- Earl Hanson (University Counsel)
- Jay Wright (University Counsel)
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. Provide recommendations
7. Create, review, or recommend policies and procedures

Behaviors that May Cause Concern
- Anger management problems
- Intolerance
- "Abnormal" behavior
- Perceived injustice
- Seeks to manipulate others
- Poor social skills/social isolation
- Drastic change of behavior
- Aggressive/threatening behavior
- Behavior appears relevant to carrying out a threat
- Recent acquisition/fascination with weapons
- Homicidal/suicidal ideations
- Negative role models

Reporting a Concern
- Call ODU Police Department: 683-4000
- Call or email the Threat Team Coordinator: Terri Wilson (757-683-5798) twilson@odu.edu
- Report the concern to your supervisor
- ODU Police Department Website: www.odu.edu/police
- LiveSafe App

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QUESTIONS?

Early Intervention is Key
- Teri Wilson, Threat Assessment Coordinator
- tlwashington@odu.edu
- 757-683-5798
Graduate Teaching Assistant Instructors Institute

Presented by
Aviva Wright, EdC.
Director of Equity and EDOAA
Institutional Equity and Diversity

Student Demographics

47% White
30% African American
8% Hispanic
6% Two or More Races
4% Asian
<1% Native American
<1% Native Hawaiian/Pacific Islander
3% Unknown

Discrimination
Applicable Laws

- 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/Gender, Including Pregnancy
- Disability
- Veteran status
- Religion
- Genetic Information

Discrimination
Applicable Policies
- Accommodations for Persons with Disabilities

The Discrimination Policy
- Accommodations for Persons with Disabilities
  - [https://www.ods.edu/equality](https://www.ods.edu/equality) Policy

Accommodations for Persons with Disabilities
- Faculty and staff should contact the Office of Institutional Equity and Diversity
- Students should contact the Office of Educational Accountability
The Discrimination Policy

- It can be used by all members of the University community: students, employees, alumni, volunteers.
- Informal vs. Formal process
- Online complaints: www.odu.edu/equity

EO Classroom Tips

- Religious holidays
- Average age of students: not 18
- Maximize diversity
- Sensitive topics
- Offsite hours
- Not all disabilities are visible
- Direct students to the proper resources

Sexual Harassment

- What is sexual harassment?
- What should I do if I believe I've been sexually harassed?
- Can I get advice without filing a complaint?
Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical contact of a sexual nature...

...that interferes with the academic performance of a student...

...or work performance of an employee.

Title IX

- Prohibits sex discrimination in all areas of education
- Prohibits sexual harassment and sexual violence including rape and other sexual assaults, dating and domestic violence
- Also prohibits stalking
- Requires program equity
- Enforced by the Office for Civil Rights in the U.S. Department of Education

Title IX Prohibitions

Sexual Violence

Sexual Harassment

Discrimination

Title IX Requirements

- Once the University has notice of sexual harassment or sexual violence, the University must:
  - Take immediate and appropriate steps to investigate
  - Take prompt and effective action to end the harassment, remedy its effects, and prevent recurrences
Your Role in Title IX Compliance

- Immediately report incidents of sexual harassment or sexual violence
- Cooperate and aid the University in any investigation or inquiry
- Remember privacy vs. confidentiality
- Make appropriate referrals

Referrals

- ODU Women's Center
  - Support resources
  - Free confidential support
  - Confidential support must be requested
- ODU Police Department
  - Active threat response
  - File criminal charges
  - Protective orders
  - Safety escort services
- Office of Counseling Services
  - Confidential counseling
  - Emergency mental health crisis response
- Student Outreach & Support
  - Help with absences, missed work, etc.
  - Administrative withdrawals
- Student Conduct & Academic Integrity
  - No-contact orders
- Student Health Center
  - Confidential healthcare
- Community resources also available

Title IX Reporting

Title IX Coordinator
- Cynthia Early

Deputy Title IX Coordinator
- Annette Johnson, Compliance Coordinator for Athletics
- Marilyn Cain, Assistant Director of Equity & Diversity

Title IX Liaisons
- Tray Welch, SEES Advisor/Special Assistant to the VP
- Brian Hoyt, Vice President
Consensual Relationships

- Position of authority
- The fact that a relationship was at one time consensual IS NOT a defense
- Removing conflict of interest

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

You Play a Vital Role

Old Dominion 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

Office of Institutional Equity and Diversity
officeofinstitutionalequity-diversity@odu.edu
757-683-3141
Innovation Research Park I, 4111 Monarch Way Suite 103
History of the Women's Center

The ODU Women's Center was founded in October 1976 and is the oldest center on a Virginia college campus that has served students for over 40 years.

Mission

The Women's Center promotes gender equity and student success through leadership development, interpersonal violence prevention and response.
Women's Center Programs

- mPULSE
- WILD
- M-Power
- Men of Quality
- Green Dot
- S.A.F.E.

S.A.F.E. environment for everyone
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
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 talk to 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 complaint form with the Office of Equity & Diversity at odu.edu/equity**

- **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

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Green Dot ODU

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Red dot...a single choice to cause harm to another

Green dot...a single choice to create safety

Reactive/PROACTIVE

Resources

- ODU Women’s Center – Sexual Assault Free Environment Program (confidential)
  - Emerg Days: M-F: 757-683-4309
  - YWCA Sexual & Domestic Violence Services (confidential)
    - 24 Hour Crisis Support: 757-331-0344
  - ODU Student Health Center (confidential)
    - 757-683-2142
  - ODU Counseling Services (confidential)
    - 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: 757-683-3142
Questions?

ODU
Family Educational Rights and Privacy Act of 1974 (FERPA)

HUMBERTO PORTELLEZ
UNIVERSITY REGISTRAR
OFFICE OF THE UNIVERSITY REGISTRAR
OLD DOMINION UNIVERSITY

What is FERPA?
- FERPA is a federal law that sets forth requirements regarding the privacy of student records. It applies to all postsecondary institutions receiving funds under any program administered by the U.S. Secretary of Education.
- FERPA governs the disclosure of education records maintained by an educational institution, and access to those records.
- Subject to a few exceptions, school officials may not disclose personally identifiable information from a student's education record without the student's prior written authorization.
- FERPA grants students the right to inspect and review education records maintained by the institution, and request amendment of records that may be inaccurate or misleading.

What is an "education record"?
- Education records are records directly related to a student and maintained by ODU or a party acting on behalf of the University (such as a third-party contractor that performs an institutional function).
- Generally speaking, class schedules, grades, academic standing, probationary status, and disciplinary records maintained by ODU are all "education records."
- Education records do not include:
  - Sole processus notes
  - ODU Police records
  - Employment records
  - Medical records
  - Post-attendance records
Who is a "school official"?
* "School officials" include:
  * Faculty
  * Administration
  * Clerical and Professional Employees
  * Student Employees
  * Contractors

Legitimate Educational Interest
* In order for a school official at the institution to have access to student education records, the official must have a legitimate educational interest in the records being accessed.
* Legitimate educational interest means that the official has a need to access student education records for the purpose of performing an appropriate educational function for the institution.
* This essentially means that in order to access a student record, you must have a "need to know" in order to access that record.
* The fact that you are a school official does not give you a right of access to any or all records.
* You should NEVER access your own student record directly, except through self-service.

Directory Information
* "Directory information" is defined by FERPA as information that would not generally be considered harmful or an invasion of privacy if disclosed.
* This information may be disclosed without a student's prior authorization, provided the student has been given notice of what the institution defines as directory information, and the student has been provided an opportunity to opt out of directory information disclosure.
* Records of students that have opted out of directory information disclosure will be marked "Confidential" in Banner.
* If a student's record has been marked "Confidential" then no information about that student should be released without that student's prior written authorization.
* OU has defined several data elements as directory information in University Policy 4900 - Student Record Policy.
Directory Information @ ODU

- Name
- Date of Birth
- Student Email Address*
- Photograph
- Major Field of Study
- Participation in Officially Recognized Activities
- Weight and Height of Athletic Team Members
- Dates of Attendance
- Degrees, Honors, and Awards Received
- The Most Recent Educational Institution Attended

Confidentiality of Student Records

- Under FERPA, ODU is obligated to protect the confidentiality of student information.
- As an employee of the University, you may have access to student records that are protected by FERPA.
- As long as you have access to student information, you are personally responsible for the security and confidentiality of this information.

Emergency Situations

- In an emergency, FERPA permits school officials to disclose information from student records without the student’s consent to protect the health and safety of students or other individuals.
- In these circumstances, records may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel.
- This exception is limited to the period of the emergency, and generally does not allow for a blanket release of personally identifiable information from a student's education records.
- These disclosures must be "in connection" with an emergency.
Personal Knowledge or Observation

- FERPA applies to the disclosure of education records and of information derived from education records.
- FERPA does not prohibit a school official from disclosing information about a student obtained through the school official's personal knowledge or observation and not from the student's record. However...
  - This general rule does not apply where the official learned the information about the student through his or her official role in making a determination about a student, if this determination is maintained in an education record.

Parents

- ODU may disclose education records to parents if the student is a dependent for income tax purposes.
- These requests should generally be referred to the Registrar's Office.
- Schools may disclose education records to parents if a health or safety emergency involves their son or daughter.
  - Like the general rule for emergency situations, this is limited to the period of the emergency, and generally does not allow for a blanket release of personally identifiable information from a student's education records. Disclosure must be "in connection" with an actual, impending, or imminent emergency.

Parents (continued)

- Schools may inform parents if a student who is under the age of 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.
- A school official may generally share with a parent information that is based on that official's personal knowledge or observation of the student.
House Bill 1 (HB1)
- House Bill 1 (HB1), was passed by the Virginia General Assembly and became law on July 1, 2018.
- It prohibits us from disclosing a student's email address, physical address or telephone number to anyone outside the institution, unless the student has affirmatively consented in writing to the disclosure.
- Applies to all students (undergraduate, graduate, non-credit).
- Student email address may be used/shared internally within ODU for educational purposes.

House Bill 1 (continued)
- Non-ODU entities:
  - We can no longer provide the student's email address or mailing address to any non-ODU entity. However, this does not prevent an ODU faculty sponsor of one of these organizations from emailing the students directly.
  - While we cannot release this information to third parties, the student can always provide their contact information voluntarily.
  - When sending students to a link that takes them to an outside entity that will collect this information, it is advisable to make clear that the link is to a non-ODU site.

University Policy #4100
Student Record Policy
- Outlines the student record policy of Old Dominion University.
- Specifies which offices are authorized to release non-directory information.
Questions?
• Contact the Registrar's Office
• register@odu.edu
• (757) 683-4425
Office of Educational Accessibility
Presented by:
Beth Ann Dickie - Director

Section 504 of the Rehabilitation Act
Prohibits discrimination against people with disabilities in programs that receive federal financial assistance

Americans with Disabilities Act
Ensures that students with disabilities are provided equal access to campus classes, activities, and resources.
Office of Educational Accessibility

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

Mission
The Office of Educational Accessibility at Old Dominion University works collaboratively with students, faculty, and staff to ensure that students who experience disabilities are able to successfully access and participate in all aspects of University life.

We foster acceptance by designing opportunities which highlight respect, awareness, and understanding for individuals with disabilities. We empower our students to become self-advocates in fulfilling their collegiate goals so they can find success at Old Dominion University and in their future endeavors.

Office of Educational Accessibility

Core Values
1. Student Success
2. Collaboration
3. Inclusivity
4. Responsiveness
5. Advocacy
6. Respect

What is a disability?
• A physical or mental impairment that significantly impacts one or more major life activities.
• Major life activities include:
  Caring for oneself, eating, sleeping breathing, seeing, hearing, speaking, walking, standing, lifting, learning, reading, concentrating, thinking, communicating, working, and non-volitional bodily functions.
• Non-volitional bodily functions include:
  Immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, reproductive systems.
We served approximately 1080 students in 18/19

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<tr>
<td>Temporary</td>
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<td>Vision Impairment</td>
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<td>Psychological Disability</td>
<td>223</td>
</tr>
<tr>
<td>ADHD</td>
<td>203</td>
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</tbody>
</table>

Common Accommodations at College

- Testing accommodations
  - Extended Time
  - Distraction reduced environment
- Volunteer Note Sharing
- E-texts
- Excused absences for disability-related issues
- Interpreting services
- Braille notes
- Enlarged texts
- Assistive technology
- Golf Cart/ Mobility assistance

Registration Procedures

- Students must bring documentation to our office:
  - Qualified examiner
  - State the disability
  - State the impact it has on the student
- We will meet with the student to develop accommodations.
- Students will bring their accommodation letters to professors to get accommodations.
Self-Disclosure

The act of students sharing their accommodations with professors

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.
- Maintain confidentiality at all times!!

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
Information Technology Services (ITS)

Graduate Teaching Assistant Instructors' Institute
January 9, 2020

ITS | 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.

ITS | ACCOUNTS

You will use the following services and accounts regularly.

- **MIDAS**
  - Identity & password management
  - Help to meet IT resources
  - midas.odu.edu

- **Two-Factor Authentication**
  - IT resources
  -odu.edu/two-factor

- **Faculty/Staff Accounts**
  - Online account request form
  - faculty_staff@odu.edu

- **Student Accounts**
  - Access to network resources
  - student@odu.edu

- **Blackboard**
  - Learning management system
  - blackboard.odu.edu

- **Leo Online**
  - Personal information and registration
  - leoonline.odu.edu
ITS | TECHNOLOGY RESOURCES

**Wireless**
- Networks: Monarch/ODU/Access/ODU/Student
- Authenticated system
- Most buildings and outside areas on campus

**ODU Alerts**
- On-site emergency alert system
- Email, phone or text message
  edux.edu/alerts

**Office 365**
- Download and use the latest version of Microsoft Office for Windows or Mac on up to 5 computers, plus mobile devices
  edux.edu/office365

ITS | COMPUTER LABS

ITS manages and maintains computing resources for the ODU community:

**Computer Labs on Campus**
- Norfolk campus academic labs
  - In Learning Commons and Web Center
  - Higher Education Centers
  - International labs
  - Lab hours

**Monarch Virtual Environment (MOVE)**
move.edu.edu

**Printers**
- Located in labs, academic buildings and residence halls for student use
- Pay for print
  edux.edu/print

ITS | INSTRUCTIONAL RESOURCES

These are just some of the tools available to you and your students:

**Blackboard**
Learning management system
blackboard.odu.edu

**LinkedIn Learning**
Online learning library
edux.edu/linked-learning

**Zoom**
Cloud-based web conferencing
edux.edu/zoom

**Box**
Unlimited cloud file storage
edux.edu/box

**WordPress**
Create and publish websites
edux.edu/wordpress

**G Suite (Google Apps)**
Collaborate and communicate
ITS | TECHNOLOGY CLASSROOMS

Classroom Central provides equipment, services & support to technology classrooms.

Classroom Technology
- TurningPoint Student Response System
- Lecture Capture
- Document Cameras
- Training provided by CLT (cil@odu.edu)

Classroom Access
- Proximity (ID card access)
  - BAC, Dorns, Education, Health Sciences (P12100, Sec. Demit)
  - Request card: cardroom@odu.edu
  - Active access: itshelp@odu.edu
- OCT key (Coates Hall)
- Departmental access key from Facilities Management
- CUSM key (all other rooms)
- Departmental requests key from Facilities Management

ITS | RESPONSIBLE COMPUTING

The Acceptable Usage Policy you signed says that you won't use ODU computers and resources for illegal activity. Networks are monitored for suspicious activity.

Protect your account
- Don't share passwords. You are responsible for any activity on your account.

Protect University data
- FERPA
- HIPAA

Protect your computer and information
- Keep operating systems and software updated
- Use up-to-date anti-virus and anti-spyware software.
- Back-up important data frequently.

ITS | SUPPORT

If you have any questions about technology services at ODU, ITS is here to help.

1100 Monarch Hall
Monday - Friday: 7 a.m. to 9 p.m.
Saturday: 8 a.m. to 4 p.m.

odu.edu/its
757.683.3192 (24 x 7)

itshelp@odu.edu (24 x 7)

Facebook: odults
Twitter: odu_its
BASIC ASSUMPTION COVERING EVERYTHING

BE PREPARED!

KNOW THYSELF
WHO ARE YOU? WHAT DO YOU DO WELL? WHAT ARE YOUR WEAKNESSES?

- Are you a good public speaker?
- Are you loud? Soft?
- Do you handle conflict well? Can you diffuse conflict?
- Do you tolerate AMBIGUITY?
- Can you be comfortable in silence?
- Are you a risk-taker?
- Do you plan everything? Or can you be spontaneous with some preparation?
- Do you takehandle criticism?
- Can you explain your methods? Are they supportable?

GAME PLANNING FOR GOOD CONVERSATION

- Build trust.
- Build relevance.
- Build anticipation.
- Build consequences.

“DIFFICULT CLASSROOM CONVERSATION”

- Patul (2017), Chronicle of Higher Education.
- First Amendment
- Taking an opposing or controversial view to get range of ideas
- Give range of materials on topic, not just your point of view
- Relevance to topic being discussed
- KNOW the “line not to cross” - be ready and prepared to pull students back from that line (not in “heat of moment”).
- GIVE ground rules (respect, sensitivity, no yelling/disruptions, no off topic)
WHAT DO YOU WANT TO ASK?

WHAT ARE YOUR CONCERNS?

Contact me anytime. Good luck!

Bryan E. Porter, Ph.D.
Phone: (787) 683-3269
Email: bporter@odu.edu
ASSUMPTION 1: MESSAGES MATTER

Tang Dynasty 680-740 AD

ASSUMPTION 2: TEACHER-STUDENT IS A "RELATIONSHIP"
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, as varied schedules
- Places: homes, coffee shops, planes, trains, & automobiles, Navy vessels, and more
- Hardware: Apple's, PCs, Pads, phones
- Software: Blackboard, 24/7 Personal Learning Environment (PLE), WebEx, and (gotta love) the email
- Allied Contexts: Learning Websites: Access to background library articles, "like" peer learners, access to good learning tools, and more
Suggestions
1. Use message to manage immediacy Challenges
   • Think "relationship"
   • Use inclusive language ("we")
   • Manage frequency of messages ("enough")
2. Make maximal use of each and every interactional episode (all points of connections matter)
3. Work to minimize uncertainty (anticipate questions)

Go the Distance: Imagine Successful Educational Communication at a Distance
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, 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 Reindl, 2003, p. 9, emphasis added).
What is Plagiarism?

- The ODU 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; or
    - making simple changes to borrowed material while leaving the organization, content, or phrasing intact.
  - Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and 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”

- Defined 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 rather than a failure to understand citation conventions.
Consequences of Academic Dishonesty

- Sanctions
  - Conduct Probation
  - Required educational sanctions/participation in educational activities
  - Grade sanction (usually an F on the assignment/essay or an F in the course, or both)
  - Academic Dishonesty notation on academic transcript
  - Conduct Suspension
- Strained relationships with peers/faculty/coaches/family/friends
- Sense of loss/disappointment/embarrassment/shame/guilt
- Past/Future academic work may be regarded as suspect (reputation)
- GPA / academic continuance (may not use grade forgiveness)
- Conduct record/notation on transcript may limit future opportunities (jobs/continued education)

Addressing Plagiarism

Detailed procedures for addressing academic misconduct are in the Code of Student Conduct (available online at https://www.cdu.edu/abuse).

- Only faculty of record may bring forth a charge; CTA should bring suspected violation to faculty member's attention upon discovery.

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.
- Teach 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.cdu.edu/content/dam/cdu/offices/student-conduct- academic-integrity/pcm_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
  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 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
  • https://www.odu.edu/al/centers/writing-center

• Overviews of select citation styles may be found online
  • http://owl.english.purdue.edu/
  • http://guides.lib.odu.edu/cite
Contact Us

Office of Student Conduct & Academic Integrity
2124 Monarch Hall
757.683.3431
http://odu.edu/oscai

References


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.
Why It Matters

• Incivility negatively impacts academic and intellectual development, and the student’s commitment to the institution (R Nelson & Rokicki, 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, Phleps, 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" (Unuch & Wawrowski, 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 (away from attention)</td>
<td>&quot;We have no more 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;I love your input, but please turn it off during class.&quot; Also in your email, long email</td>
</tr>
<tr>
<td>Private conversation with student</td>
<td>Appropriate timing, may involve department head; if course</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>

(Penseki, 2001)
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

Having Difficult Conversations

- Have the student 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 Fries, 1999)

What You Can Do

- If the student refuses to leave the classroom, call ODU police (683-4000).
- Document behavior and contact OSCAI.
- 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.

My Best Advice for You

• Call OSCAI early and often. The earlier we are involved, the more assistance we can provide. It’s okay if it’s “nothing” or not a violation. Working with students is our job! We also like working with you!

• It is not a policy violation to use profanity, be impolite, or strange.

• On the day you say you will remove someone from class as a next step, follow-through is essential!

Faculty Resources

• You can always call the Office of Student Conduct & Academic Integrity (OSCAI) for a consultation at 663-3431.

• Code of Student Conduct
  • http://www.edu.edu/policy/bsb/bsb/3336

• Faculty Handbook (Guidelines and Policy on Dealing with Disruptive Students)

• OSCAI Faculty Resources
  • https://www.edu.edu/faculty/staff/teaching/conduct-integrity
Contact Us

Office of Student Conduct & Academic Integrity
2324 Monarch Hall
757.568.3421
osca@odu.edu
http://odu.edu/osca

References

Today's Agenda

- Preparation
  - Content
  - Practice
  - Visual Aids
  - Nonverbal
  - 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 Tone
  - 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
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317.465.3719
sara.morgan@purdue.edu
Please indicate your College:
- College of Arts & Letters
- Strome College of Business
- Darden College of Education & Professional Studies
- Batten College of Engineering & Technology
- College of Health Sciences
- College of Sciences
- The Graduate School
- School of Continuing Education

Please indicate your Degree Level:
- PhD/Professional Doctorate
- Master’s
- Graduate Certification Licensure
- Education Specialist
- Other: ____________________

Please indicate your Graduate Program:
__________________________________________________________

Please rate each presentation:

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

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

Comments

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