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 Portellez, Office of the University Registrar

9:10  Asking Questions & Leading Discussions – Bryan Porter, Associate Dean, The Graduate School

9:40  Information Technology Services – Candice Goodin, Assistant Director, Client Services, ITS

10:00 Break

10:10 Plagiarism, the Honor Code, & Academic Dishonesty
      Scott Bye, Office of Student Conduct & Academic Integrity
      Megan Boeshart, 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 – North Cafeteria, Webb Center

1:00 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
      La Wanza Lett-Brewington, Women's Center

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
OE A 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
Family Educational Rights and Privacy Act of 1974 (FERPA)

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 which we will discuss, 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 which 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 possession 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, research, or administrative 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.
- ODU has defined several data elements as directory information in University Policy 4500 – Student Record Policy.
Directory Information @ ODU
- Name
- Address
- Telephone Number
- E-mail Address
- Date of Birth
- 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 Previous 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.

Student Disciplinary Records
- Are protected by FERPA as student records, so they may not be disclosed.
- Exceptions:
  - ODU may disclose to the alleged victim of a crime of violence or a non-forcible sex offense the final results of a disciplinary proceeding conducted by the institution against the alleged perpetrator, regardless of whether the institution concluded that an offense was committed.
  - If the institution concludes that the alleged perpetrator committed a crime of violence or non-forcible sex offense, and with respect to the particular violation of the institution’s rules or policies, the results of the disciplinary proceeding may be disclosed to anyone.

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.
- Recall that this is generally 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.

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
WHERE YOU SIT IN CLASS/SEMINAR
And what it says about you:

Front row: Teacher's pet, extroverted
Middle row: Average student, decent listener
Back row: Not interested, doesn’t need anyone
Against the wall: Do something, please ignore me.

Proximity to Lecturer:
X = How much you care
Y = How decay you are

ASKING QUESTIONS
AND LEADING DISCUSSIONS

Dr. Bryan Porter
Associate Dean
Old Dominion University
The Graduate School

BASIC ASSUMPTION COVERING EVERYTHING

BE PREPARED!

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

- Are you a good public speaker?
- Are you honest?
- Do you handle stress well? Can you absorb criticism?
- Do you handle ambiguity?
- Can you be comfortable in silence?
- Are you a risk-taker?
BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES
(BLOOM, 1956; REVISED 2001)

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

- **Evaluation:**
  - What did Goldilocks do right or wrong?
  - Why?

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"DIFFICULTY CLASSROOM CONVERSATION"


- 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)

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WHAT DO YOU WANT TO ASK?

WHAT ARE YOUR CONCERNS?

Contact me anytime. Good luck!

**Patton, E. Posture, Ph.D.**

Phone: (737) 653-3338

Email: epatton@odu.edu
Information Technology Services (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

- MIDAS
  - DDS and campus management
  - Sign in to most services if necessary
- Faculty/Staff Accounts
  - Online account request form
- Student Accounts
  - Access to network resources
- Blackboard: Must use MIDAS ID
- Leo Online

ITS | Technology Resources

- Wireless
  - Helpdesk: (910) 796-5364
- Authorized systems
- Most buildings and outside areas on campus
- DDS visit
- On-campus emergency client system: www.ods.unc.edu/eduroam
- Email: eduroam@edu.m

ITS | 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 a student
  - Free Microsoft Office 365

ITS | Computer Labs

- Neuse Campus academic labs
- Learning Commons and WebEx Center
- Instructional Technology
- Instructional labs
- About the labs
  - Hours
  - Pay for print
- Virtual lab environments
Welcome to ODU! As a part of the ODU community, you now have access to a host of technology tools and services. Here are just some of the services we support. Find more at odu.edu/ts.

Access and Accounts

**MIDAS** midas.odu.edu
Your MIDAS ID and password unlock the majority of accounts and IT resources.

**myODU portal** my.odu.edu
Access most tech services in one place, including email (outlook.odu.edu), Blackboard (blackboard.odu.edu) and Leo Online (leoonline.odu.edu).

Software

**Anti-virus software** odu.edu/its
McAfee anti-virus is available to faculty, staff and students at no charge (Windows or Mac).

**Microsoft Office 365** odu.edu/office365
Download and use the latest version of Microsoft Office on Windows or Mac.

**Other software** odu.edu/ts/software-services
Other instructional software (such as EndNote and X-WIN 32) is available for download.

**Virtual environments** odu.edu/ts/labs-classrooms/virtual
Access a virtual ODU computer any time, from any Internet-enabled device.

Communication & Collaboration

**Email** odu.edu/facultystaff/computing/email-messaging
ODU email is used for all University-related communication. As a GTA, you’ll have a student account (monarchs.odu.edu) and a faculty/staff account (outlook.odu.edu).

**WebEx** odu.edu/webex
This cloud-based web conferencing service is available to ODU faculty, staff and students.

**Box** odu.edu/box
Get unlimited online file storage and access your files from any web-enabled device anytime, anywhere.

**ODU Alerts** odu.edu/alerts
Opt in to receive urgent campus alerts by email, text or phone.
**Instructional Resources**

**Blackboard** [blackboard.odu.edu](http://blackboard.odu.edu)
As an instructor, you can use Blackboard to post assignments and enable collaboration and feedback. Give students access to course documents, reading assignments and other supplementary materials. Blackboard access is available 24 to 48 hours after you create your MIDAS account, and after your department creates your teaching assignment in Banner.

Use the Blackboard plugin SafeAssign to detect plagiarism, or Respondus to create and manage exams. More information at [odu.edu/facultystaff/teaching/tools/elearning-blackboard](http://odu.edu/facultystaff/teaching/tools/elearning-blackboard).

**Adobe Connect** [connect.odu.edu](http://connect.odu.edu)
Many of our online courses make use of Adobe Connect, a web conferencing product that allows users to conduct live meetings and presentations over the internet with multiple users.

**OpScan** [odu.edu/facultystaff/teaching/tools/opscan-grading](http://odu.edu/facultystaff/teaching/tools/opscan-grading)
OpScan testing is available for grading multiple choice tests. We score OpScan tests on the 4th floor of the Engineering & Computational Sciences Building.

**Lynda.com** [odu.edu/lynda](http://odu.edu/lynda)
Lynda.com features online video courses on the latest software, creative and business skills taught by recognized industry experts. All students, faculty and staff have FREE access to the entire lynda.com training library.

**Technology Classrooms** [odu.edu/ts/labs-classrooms/technology-classrooms](http://odu.edu/ts/labs-classrooms/technology-classrooms)
Classrooms at ODU are equipped with the newest and most advanced technology to help facilitate learning for students.

**Academic Computer Labs** [odu.edu/ts/labs-classrooms/software](http://odu.edu/ts/labs-classrooms/software)
Faculty and staff can request installation of specialized, course-specific software for students to use in the academic computer labs.

**Teaching Computer Labs** [odu.edu/ts/labs-classrooms](http://odu.edu/ts/labs-classrooms)
Teaching labs are available on the Norfolk campus and at Higher Education Centers. Reserve any of ODU's teaching labs by contacting the Lab Reservation Coordinator at [itshelp@odu.edu](mailto:itshelp@odu.edu) or 683-5156.

**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.

**Classroom Central**

**Student Response System** [odu.edu/ts/labs-classrooms/technology-classrooms/clicker-capture](http://odu.edu/ts/labs-classrooms/technology-classrooms/clicker-capture)
Ask questions and get instant feedback from students with TurningPoint clickers. Email classroomcentral@odu.edu or call the ITS Help Desk to schedule a demonstration.

**Lecture Capture** [odu.edu/ts/labs-classrooms/technology-classrooms/lecture-capture](http://odu.edu/ts/labs-classrooms/technology-classrooms/lecture-capture)
Record class lectures and all images shown through the ceiling-mounted data projector in technology classrooms. Share recordings through Blackboard.

**Door Access** [odu.edu/ts/labs-classrooms/technology-classrooms/keys-access](http://odu.edu/ts/labs-classrooms/technology-classrooms/keys-access)
Technology classroom doors are kept locked. If you're teaching in a technology classroom, check this web page to find out what kind of key you'll need and how to get it.

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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 must change your MIDAS password every 180 days. 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.

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**Technology questions? Contact the ITS Help Desk.**
24 hour phone and email support:

[www.odu.edu/its](http://www.odu.edu/its)

(757) 683-3192

[itshelp@odu.edu](mailto:itshelp@odu.edu)

1504 Webb Center

[oduits](http://oduits)

[odu_its](http://odu_its)
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.

TEAM Composition

- Shonda Harris: Chief of Police (Chair)
- Marita Brown: Chief of Police Designee
-radio: TEAM Coordinator
- 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 Uihlein: Director of Student Conduct & Academic Integrity
- Nancy Budge: Executive Director of Counseling Services
- Jennifer Whitted: Director of Human Resources
- Advisors to the Team:
  - Earl Hense (University Counsel)
  - Jay Wright (University Counselor)
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

What Doesn’t Work in Conducting a Violence Risk Assessment?

Focusing on the “Who” Instead of the “What”

What Works in Conducting a Violence Risk Assessment?

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 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
- Visit www.odu.edu/police
- Download LiveSafe
Student Demographics

- 49% White
- 36% Black
- 7% Hispanic
- 6% Two or more races
- 4% Asian
- < 1% Native American
- < 1% Native Hawaiian/Pacific Islander
- 3% Unknown

EO Classroom Tips

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

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
- Citizenship
- Religion
- Genetic Information

Discrimination

Applicable Policies

- Accommodations for Persons with Disabilities
- The Discrimination Policy

https://www.odu.edu/equity
Accommodations for Persons with Disabilities

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

The Discrimination Policy

- It can be used by all members of the university community: students, employees, alumni, volunteers.

- Informal vs. Formal process.

- Times to file.

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 other verbal or physical contact of a sexual nature...

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

...or work performance of an employee.

What conduct constitutes sexual harassment?

Common Forms

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

More Subtle Forms

- Staring
- Intimidating through silence
- Isolating
- Altering job responsibilities
- Terminating a person's job
Title IX

- Federal law prohibiting sex discrimination in all areas of education
- Prohibits sexual harassment, sexual violence including rape and other sexual assaults, dating and domestic violence, and gender-based stalking
- Also requires program equities, for example, athletics
- The Office for Civil Rights in the U.S. Department of Education has oversight

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
- Make proper referrals
- Remember privacy vs. confidentiality

Title IX Reporting

- Title IX Coordinator
  - Victor L. Dammann, Assistant VP Equity and Diversity

- Deputy Title IX Coordinators
  - Liana Rios-Ayala, Director Equity and EDU
  - Brett Quinnell, Special Assistant to the VP for SEES
  - Jean PLACE, Sr. Associate Director
  - Sarah Pliskin, Vice President

If You are in a Consensual Relationship

Determine whether a conflict of interest exists.

Direct Conflict of Interest

- You can determine the person's grade
- You can give/wrong credit
- You can influence the person, or
- You can recommend the person for a job, graduate school, or a promotion

Indirect Conflict of Interest

- You can influence colleagues on behalf of or against the person
- You can cause others to feel disfavored because of your actions on behalf of the person

A word on consensual relationships

The fact that a relationship was at one time consensual is NOT a defense to a claim of sexual harassment.
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!!

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@odu.edu
757-683-3141
1391 Spence Hall

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Old Dominion University
Women's Center
S.A.F.E. 101
Graduate Teaching Assistant
Instructor Institute
La Wanze Lett-Brewington
Director
757-683-4109, lettbre@odu.edu

Women's Center
- Promote Gender Equity
- Leadership Development
- Empowerment
- Advocacy and Support
- Interpersonal Violence Prevention & Response
- SAFE environment for everyone

Women's Center Programs
- mPULSE
- WILD
- Men of Quality
- M-Power
- Green Dot
- S.A.F.E.
- SAFE 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
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. Or: Thank you for telling me.
- Support and respect her/his decisions
  - What kind of support do you need? Or: When you are ready, there is help available.
- Know where to refer them for help
  - Would you like to see a nurse or doctor? Or: Are you interested in talking to someone at the Women’s Center?
  - Offer to walk the student to Health Services or the Women’s Center
  - File a complaint form with the Office of Equity & Diversity atodu.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

- Listen with empathy
- Support and respect her/his decisions
- Know where to refer them for help
- File a complaint form with the Office of Equity & Diversity atodu.edu/equity
- Follow up with student

Resources

- ODU Women’s Center – Sexual Assault Free Environment Program
  - 8am-5pm/M-F: 757-683-4309
- YWCA Sexual and Domestic Violence Services
  - 24 Hour Crisis Support: 757-226-YWCA (9922)
- ODU Student Health Center
  - 757-683-3333
- ODU Counseling Services
  - 757-683-4480
- ODU Police Department
  - To report a crime: 757-683-4000
- ODU Office of Institutional Equity & Diversity
  - To report violations of campus policy: 757-683-3341

• How empathetically you respond can make all the difference in how a student heals
### 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 student's commitment to the institution (Griswold & Sharf, 2018).
- Incivility can lead to lower engagement and grades (Carr & Cortina, 2007).
- Faculty report incivility negatively impacts wellness and can cause a change in teaching style (Kemppainen, Phillips, Brownell & Benetar, 2009).
- Institutions who faculty create an environment that promotes effective educational practices have students who are active participants in their learning and perceive greater gains from their undergraduates' experience (Lunsford & Wawrzynski, 2003).

### What You Can Do
- Establish clear and reasonable parameters for classroom conduct in your syllabus.
- Spend time early in the course discussing your expectations.
- Involve student participation in formulating acceptable rules in classroom situations.
- Role model desired behavior you want students to emulate.

### Response Options

<table>
<thead>
<tr>
<th>Type</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civility (talking, singing, cell phones)</td>
<td>&quot;We have too many private conversations going on! Bring them here, focus on the shared topic.&quot;</td>
</tr>
<tr>
<td>Indecent Reminders (profanity, put-downs)</td>
<td>&quot;You can't do that here, but please stay out of class.&quot; Also try eye contact, long pauses.</td>
</tr>
<tr>
<td>Verbal Confrontation (philosophy students)</td>
<td>Appropriate discussion with respect, don't belittle.</td>
</tr>
<tr>
<td>Individual Warning</td>
<td>Report bad behavior to the student's advisor.</td>
</tr>
<tr>
<td>Ask Student to Leave</td>
<td>Give the option of exiting the class, or risk repetition of the behavior.</td>
</tr>
</tbody>
</table>

(Perrin, 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 concern if they are upset, angry, bullied, etc.
- Ask for clarification, if necessary
- Rephrase what the student said
- Focus on the behavior and clarify the expectations and consequences of behavior and discipline
- Ask for the student's perspective
- Follow-up material

What You Can Do

If the student refuses to leave the classroom, call campus police (485-4300).
- Disruptive behavior and contact OSCI. We can help before your next class.
- If you contact us, JUMP.
- Students may be charged (not discrimination) if they don't listen to the instructor.
- Students, teachers, and students should be identified as students.
- The instructor may, and should, address disruptive behavior.

What You Can't Do

- Force the student to transfer to another section without a student conduct hearing.
- Punish other students from class without a student conduct hearing.
- Not conduct a student to leave the course or class if the instructor allows.
- Students are allowed to continue attending classes when conduct hearing is not provided.

GTAC/Faculty Resources
- You can always call the Office of Student Conduct & Academic Integrity (OSCIA) for consultation at 485-3342.
- Code of Student Conduct
  - http://www.ucd.edu/studentconduct#studentconduct
- Faculty Handbook (Guidelines and Policy on Dealing with Disruptive Students)
  - http://www.ucd.edu/ecodocuments/Handbook/hb370.html#hbc38604
- OSCIA Faculty Resources
  - https://www.ucd.edu/facultystuff/teaching/conduct/integrity

References
Effective Presentations
Graduate Teaching Assistant Institute
Sara N. Morgan
Department of Communication and Theatre Arts

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 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?
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Please indicate your College:
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___ 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
Asking Questions & Leading Discussions
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
Threat Assessment, Sexual Harassment, S.A.F.E. 101 for Faculty/Staff/TAs & Related Issues
How to Deal with Disruptive Behavior
Effective Presentations Workshop
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Comments

