



Greetings from the Provost

I am pleased to join with the Center for Teaching Excellence in launching this year's newsletter. In it you will find highlights of CTE's unwavering commitment to promoting quality instruction at UNCW. Russ Herman, winner of this year's Chancellor's Teaching Excellence Award and the Distinguished Teaching Professorship is profiled. Jennifer Summerville and John Fischetti's article "How to Foil Cyberbullies" is excerpted from The Chronicle of Higher Education. You will also learn about some of the partnerships CTE has developed across the university in its support of teaching technology and faculty leadership and service.

Also, this newsletter contains CTE's fall schedule. CTE has offered workshops for faculty and staff for many years and continuing in this tradition, a wide range of workshops are planned for faculty-including those new to the campus as well as established faculty.

I echo the Chancellor's words at the Fall Faculty Meeting when she stated: "I encourage each of you to attend at least one of the CTE workshops this semester." Excellence in teaching is the primary mission of the university and it is the center's mandate to support such excellence. Participation in CTE activities serves as a strong indicator of your commitment to teaching excellence.

Thank you for your dedication to our students and for your continuing efforts to improve the quality of instruction we offer our students.

Paul Hosier

The University of North Carolina Wilmington

Fall 2005



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CTE Website

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Fall 2005 Schedule of Events

All workshops will be held in the Center for Teaching Excellence on the second floor in the Randall Library unless otherwise noted.

New Faculty Workshops

- Wednesday, September 14 at 12:30 Carrie Clements
First steps toward RPT: Colleagues, curriculum and communication
- Monday, October 3 at 12:30 Carrie Clements
Issues in Assessment or Why am I Failing I Study so hard.

Teaching Assistant Workshops

- Tuesday, September 20 at 12:30 Carrie Clements
Managing Classroom (and Professor) Behavior

Teaching Workshops

- Thursday, September 22 at 12:30 Eileen Goldgeier & John Fischetti -
Anticipating the Cyber Bully
- Wednesday, September 28, at 12:30 Rich Ogle
What Works to Make Students Work: Increasing Student Motivation
- Wednesday, October 12 at 12:30 Dick Veit
Increasing Student Integrity: Honor Codes That Work
- Wednesday, October 19 at 12:30 Dan Johnson
Academic and Artistic Connections: College to Community
- Wednesday, October 26 at 12:30 Simone Nguyen & Kathy Fox
Midcourse Corrections; Reflections and Feedback
- Wednesday, November 2 at 12:30 Rich Olsen, Tim Ballard, and Kim Sawrey
Managing the Herd Redux: Large Classroom Management
- Wednesday, November 9 at 2:00 - David Weber
Making a Case for Case Studies
- Wednesday, November 16 at 12:30 Bo Dean & Liz Grimes
Making Diversity an Educational Goal: Techniques and Approaches
- Friday, December 8 at 12 noon
Pizza Party at the Madeline Suite
with Chancellor DePaolo

Teaching with Technology

- Tuesday, September 27 at 12:30 Monica DeTure
Effective PowerPoint Use
- Thursday, October 13 at 2:00 Shane Baptista
Web Page Do's and Don'ts
- Thursday, October 13 at 2:00 Shane Baptista
Image Editing for Improved Curricula (and Family Photos)
- Thursday, October 27 at 2:30 Monica DeTure
Learning Objects: What are they? How and Why do I use them? Where do I find them and/or how do I make them? -- (Hoggard 133) co-sponsored with Client Services 2:30-4:00
- Monday, November 3 at 12:30 Shane Baptista
Video Editing on Your Computer
(You can be Cecil B. Demille!)
- Monday, November 10 at 12:30 Monica DeTure
Assessment & Technology: a Candid Conversation

Co-Sponsored CTE/Library

All events are in the Randall Library Instruction Room

- Thursday, September 29 at 11:00 Anne Pemberton
Bibliographic Management Software
This workshop introduces Endnote, a software that enables users to create easily searchable "libraries of citations as well as to format a bibliography in any format with only a couple of clicks of your mouse.
You **must register** for this session by e-mailing pemberton@uncw.edu
- Tuesday, October 11 at 12:00 Elizabeth Peterson
How to Detect Plagiarism
Faculty: This workshop will help you detect plagiarism and show you ways your students can avoid plagiarizing.
- Tuesday, November 1 at 10:00 Peter Fritzler & Rebecca Kemp
Open Access Initiative (OAI)
Learn about how the Open Access movement can affect you, from its impact on traditional scholarly communication and journal pricing to its potential effects on faculty tenure and promotion.
- Wednesday, November 2 at 12:00 Anne Pemberton
What every faculty member needs to know about the library BEFORE your Spring syllabus is finished.

How to Foil Cyberbullies

By JENNIFER SUMMERVILLE and JOHN C. FISCHETTI



For three weeks during the fall 2004 semester, we were harassed and threatened by a student taking online courses. He sent many hostile e-mail messages, like "If I find out that you have in any way compromised my ability to get my certificate, I will come after you."

One of us, Jennifer Summerville, was the professor of the course; the other, John Fischetti, is the chair of the department. We both thought we knew how to deal with difficult students -- after all, together we'd worked in higher education for 36 years. However, the experience and our subsequent research on the topic taught us that universities need to define the rules against cyberbullying more clearly.

Our department's policy is for the chair to contact, by phone or e-mail, in the first few days of the semester any student who has not shown up for class -- either in person or online, depending on the course. The chair reminds those students of the requirement to be in class, and of the deadlines for completing initial assignments. If a student does not respond, he or she is dropped from the course to make room for someone who is waiting to add it. We make sure that the absences are not caused by personal tragedies or military service.

Therefore we shared information about no-show students last fall. When John sent one student an e-mail message, he received an almost instantaneous response filled with nasty comments, attacking John for sending the note. John responded, trying to get "Mr. Bully" to be more professional. But the level of hostility in Mr. Bully's messages increased.

John discovered that Mr. Bully had no program of study on file with the advising office and asked Mr. Bully to make an appointment with someone in that office. That request was met with more negative and harassing e-mail messages.

Following written campus policies, John contacted the associate dean, who met with the dean of students and university police and then sent a note to Mr. Bully requesting a meeting as soon as possible. That led to Mr. Bully's threatening John for breaching confidence.

Meanwhile, Mr. Bully -- who, on the last day of the registration period, had added a second of Jennifer's online courses -- finally logged into the course Web site. He completed only the minimum of the initial assignments, despite offers of live and online help. In addition, the messages that he posted to the class discussion section were generally negative. When Jennifer interacted with Mr. Bully through the course site, he began to ridicule and harass her, too.

Mr. Bully failed to meet subsequent deadlines for assignments and submitted multiple belligerent and inappropriate notes through the online course site, attacking Jennifer's integrity. Those actions violated the online code of conduct to which he had agreed when he initially logged onto the sites for Jennifer's two courses. Following the policy in that code of conduct, Jennifer denied him access to the online course sites and asked him to drop both courses.

By then the associate dean had asked Mr. Bully to meet with him in person to discuss the situation. Over the next three weeks, Mr. Bully canceled two scheduled on-campus meetings with the dean, citing work complications, but continued to send Jennifer and John hostile e-mail messages.

Finally he did come to a meeting, where he was informed of his misconduct and withdrawn from the university. He claimed he was not aware that he had violated our student code of conduct and regulations for the fair use of instructional technology. He said that he was "just telling the truth" and that we "could not handle it."

While Mr. Bully was enrolled in the online courses, his negative postings had a chilling effect on the flow of ideas. Several students reported to Jennifer that they were unwilling to post their assignments and discuss them because Mr. Bully posted derogatory comments about higher education and his peers' work in the course discussion forums.



How can we protect ourselves and our students from online harassment? What policies should a college or university adopt to thwart cyberbullies?

Although most academic institutions have, in their student handbooks, policies that describe what behavior is unacceptable -- including bullying -- few such policies clearly mention the online environment. Many institutions have acceptable-use policies for electronic communications, but even those often do not refer to online courses. Each college and university should have an institutionwide policy that states how it will respond to harassment and threats, and that it will do so within a few days of any report of such behavior. Online courses should be included explicitly, and the policy should make it clear that e-mail messages that are part of courses are not private correspondence but a component of the educational enterprise.

To accompany such a policy, an institution may need to amend the agreement that it requires the users of its information technology to endorse. Many technology policies refer only to the sending of e-mail messages through university accounts. But students often use other e-mail accounts and see their messages as outside the bounds of the policy. User agreements should prohibit the sending of any threatening, harassing, or otherwise inappropriate message to a member of the university community by any means or medium.

In addition, the student counseling center should establish a cybercounseling program. Students who have behaved inappropriately but seem not to understand that they have done so -- or who have problems with anger management or substance abuse, or other difficulties that manifest themselves in online courses -- should be referred to that program. Including a Web-based hotline and live-chat feature would make it more accessible to distance-education students who need support and help.

Professors can also take action at the course level. Fortunately, Jennifer had established policies that allowed her to remove Mr. Bully before he did too much damage to the conversation on her courses' Web sites. She had created a document called a course agreement, setting conditions for taking part in the courses, which she required students to accept via e-mail. The agreement repeated information from the university's acceptable-use policy and other policies concerning participation in online courses -- like requiring students to have access to a working computer with online capability. Further, the

agreement's code of conduct prohibited threatening, harassing, belligerent, and abusive behavior.

Preparing such a course agreement is a good idea for all professors, but it is particularly critical for those who teach online. The agreement should include links to the institution's policies for academic conduct and the use of institutional e-mail and Web sites. Specific references to sections banning the use of inappropriate language, threats, or negative personal comments are especially important.

Additionally, professors should encourage students to report to them immediately any harassment by a classmate, forwarding the offending messages. The professor can determine the next steps to take based on course and university policies. In this era of identity fraud and frequent sharing of online resources and passwords with roommates and significant others, of course, it is important to confirm that any harassing or threatening message is actually from the person you think sent it.

Instant messaging, blogs, and online chats often appear to be anonymous, and a participant's sense of what is appropriate in those cyberspace interactions may differ from his or her view of suitable face-to-face encounters. However, no student should be allowed to harass or threaten anyone, and colleges and universities must have unequivocal policies to immediately respond to such behavior. Often our regulations are too vague, and our reactions too slow. We must not send the wrong message: that we tolerate cyberbullying.

Jennifer Summerville is an associate professor, and John C. Fischetti a professor and the department chair, of specialty studies at the Watson School of Education at the University of North Carolina Wilmington.

<http://chronicle.com>

Section: The Chronicle Review

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Dr. Herman, One Example of Teaching Excellence at UNCW

It is with great pleasure that the Center for Teaching Excellence gets to honor one of its own, Dr. Russell Herman, in this first issue of the revived newsletter. Dr. Herman has worked with the CTE since its beginning, volunteering in technology workshops and later to become a long time CTE Faculty Associate.



This year Dr. Herman was amongst a handful of other faculty members who were honored with the receipt of teaching awards. Dr. Herman received two of the university's teaching awards: The 2005 Chancellor's Teaching Excellence Award, which recognizes "all aspects of excellence in teaching and in teaching-related activities that foster students' desire for lifetime learning and success", and The Distinguished Teaching Professorship Award, which "recognizes faculty members who have made a profound contribution to higher education through their dedication and service to students".

Dr. Herman came to UNCW in 1990 as a member of the Department of Mathematical Sciences, which later became the Mathematics and Statistics Department. It was clear from the beginning that he would have an impact on both his students and colleagues. In 1991 he joined Dr. Charles Ward, Dr. James Reeves and Dr. Gabriel Lugo in the NSF supported MCP Project to instill excitement in students through the use of multimedia instruction. These researchers proceeded to disseminate what they had learned through numerous technology workshops during the years that the Internet was in its infancy. They had helped to bring UNCW to the forefront in technology use by setting up the first multimedia classrooms, instructing faculty in using Toolbook, PowerPoint and web page editing while emphasizing the pedagogy behind using such technologies.

In more recent years Dr. Herman and his colleagues have secured many grants to further explore the use of technology. They have become major players in the

National Digital Science Library along with Dr. Ron Vetter and Dr. Dick Dillaman by establishing a digital library for reusable resources in undergraduate science and mathematics. Dr. Herman has become an active participant at the national level with other groups in mathematics. More recently the iLumina digital library has become part of the Randall Library collection through the collaboration with faculty in Randall. Dr. Herman and his colleagues have also been actively involved in exploring the use of mobile devices in the classroom, with the development of a web-based Student Response System (SRS) in the Numina Project and more recently with their work on Mobile Learning Environments. Dr. Herman has also been part of two different groups obtaining ITSD Innovative Awards in 2000 and 2001.

Dr. Herman has been involved in many other aspects of UNCW's Mission towards education. He has worked with the Science and Mathematics Education Center (SMEC) ever since his arrival at UNCW, participating in judging science fairs, running Science Olympiad events for a decade, helping with workshops for teachers, and teaching Summer Ventures for several years. He has also chaired the Academic Standards Committee for the past six years. Of course, he has been very active in CTE activities since its inception, being a Faculty Associate since 1997.

On top of his services and scholarly activities, Dr. Herman has proven to be a well respected educator by both his peers and his students. He has taught on an overload for a decade and has taught every summer since coming to UNCW. He has taught many courses outside his department: Physics and Physical Oceanography, Computer Science, Watson School of Education, Marine Science and the Honors Program. He is by nature a person with interdisciplinary interests, having earned advanced degrees in both mathematics and physics and has taught some of the most difficult classes on campus, such as partial differential equations and quantum mechanics, as well as teaching many service courses such as College Algebra and relatively large sections of Introductory Physics.

Almost every semester in the past decade he has been recognized by graduating seniors as an influential force in their undergraduate career. He is described by his students as caring, hardworking, demanding, engaging, fair, knowledgeable, and organized with a weird sense of humor. He has a strong desire to explain concepts

and to use innovative techniques to inspire others. This has saturated his career throughout graduate school to the present. At the core is his deep belief that anyone who desires can grasp the fundamental ideas in mathematics and physics. He does this by being accessible to students, providing timely feedback on assessments and knowing the students by name. At the core of his philosophy is his long time motto, "Learning takes place outside the classroom." He is a strong advocate of the idea that what he teaches can be fully understood when students actively explore the course material both in and out of the classroom, as can be seen by his extensive use of the Internet. While he is an advocate of technology he believes it is best used to enhance the courses he teaches and not to replace the instruction he delivers. But first and foremost Dr. Herman has been recognized this year with two teaching awards because he cares about his students and believes that he was originally hired by UNCW for one thing that he has always loved to do: To teach.

Monica DeTure has recently joined UNCW as Coordinator of e-Learning Technologies, a position which reports to both Academic Affairs and the Information Technology Systems Division. Monica will be working with us to clarify the vision and strategy for e-learning at UNCW while promoting instructional technology enhancement of face-to-face and online courses. She will also be working closely with the Center for Teaching Excellence and ITSD Client Services E-Merging Technologies, providing workshops and one-on-one consultations for faculty interested in utilizing technology to enhance the teaching-learning process.



Monica began her career as a public school media specialist and has also worked for Florida Community College at Jacksonville and SunGard Collegis, Inc. providing leadership for instructional technology initiatives.

Monica earned her Ph.D. in Instruction & Curriculum at the University of Florida and her dissertation research was published in *The American Journal of Distance Education*.

Campus Pipeline Upgraded to SeaPort

In August, UNCW took a major step forward with portal technology when the old SCT Campus Pipeline portal was upgraded to the SCT Luminis platform, dubbed SeaPort. SeaPort provides the UNCW student, faculty and staff communities with single sign-on access to a growing number of online services. New features include a new login process utilizing the e-mail username and password; integration with OWA, Seaweb and WebCT; enhanced course tools; new distribution lists for department chairs and faculty; expanded class photos features and much more. The portal offers help features such as a tutorial tab and special login help on the home page. Faculty, students and employees will enjoy the flexibility to customize their own SeaPort using tools to modify channel layouts and subscribe to new channels. Users who need extra help can contact seaport_groups@uncw.edu or tac@uncw.edu. Check out the site at www.seaport.uncw.edu.