

## Faculty Illustrated

"The State Council of Higher Education for Virginia (SCHEV) administers the Outstanding Faculty Awards (OFA) program, which is the Commonwealth's highest honor for faculty at Virginia's public and private colleges and universities."

**D**r. Mark Shaneck was Liberty University's 2011-2012 nominee for the SCHEV Outstanding Faculty Award in the Rising Star category (faculty who have taught for less than 6 years). One of the most challenging things about the OFA program is that there is no set rubric for nominees to benchmark how well they are doing against award criteria. Winning application packets are made available for viewing but each winner has a different method of teaching and story to tell about their teaching. They all must include the school's mission statement, summary of accomplishments, a personal statement, and abbreviated curriculum vitae. They must also have supporting documentation including letters of support. All of these components to the award add to what Shaneck describes as a reflective process, "I spent a lot of time thinking about myself and how I teach."



pride aside and just looked at his teaching methodology. He learned how to articulate his teaching objectives and how well his methods work (or not).

Shaneck stressed that academic excellence is more than just good teaching; it is about the personal connections and the power of communication in and out of the classroom. Shaneck enjoys working with his students one on one. Though class sizes have grown, "I want to make sure I maintain open availability with students." This does require keeping a balance of "personability" and time. "Personability", Shaneck described, is his willingness and ability to connect with his students. He sees his ability to be personable with this students is the key to helping his students gain confidence and understanding of the course content. The OFA program has refocused Shaneck and reminded him of his strengths and encouraged him to do what he loves best, teach.

Shaneck was apprehensive about how much "self-praise" he had projected. He struggled with the notion of humility and pride as he communicated his accomplishments and sought out recommendations from his peers and former students. For Shaneck, it was a matter of not letting the "humble" part of himself hinder his ability to present and advocate his own worthiness for the award. But Shaneck recognized the OFA program as a means of demonstrating Liberty University's academic excellence to a broader audience. Shaneck said that he gained a broader perspective when he set his

### Upcoming Workshops

All workshops are at  
10:00 - 11:00am

In the CTE Training  
Classroom DH 3031

- Teaching with the iPad  
Friday March 9
- GradeAssist for Written Assignments  
Monday March 20
- Prezi Share  
Friday March 23
- Grant Writing  
Monday March 26
- LUO: Unusual Grades & When to Give Them  
Friday March 30
- Bb Grade Center Health Check-Spring  
Friday April 6

## The Power of the Blog

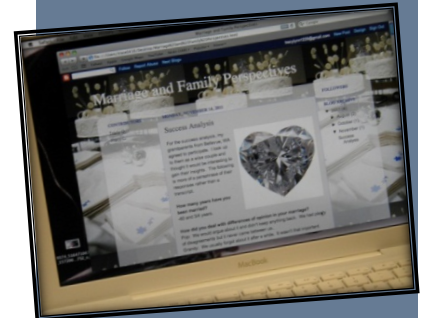
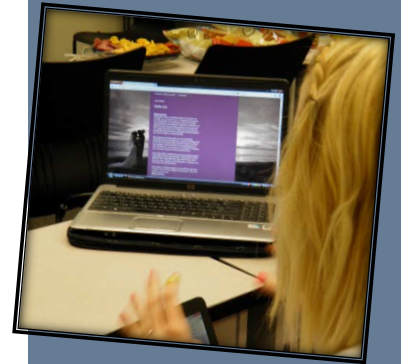


**D**r. Anita Knight's Marriage and Family students were excitedly gathered around their computers sharing their achievements with others in their group. The screens were filled with images of wedding-related images, couples, families, etc. that they created for blogs describing their internship experiences.

Dr. Knight, a 2011 Teaching with Technology Boot Camp participant, learned how to incorporate blogs into instruction at the Boot Camp and was subsequently mentored by Steve Warren. She developed a tutorial for her students on how to create a blog

and guided them through the process on BlogSpot. In order to archive and grade the students she used the blog feature in Bb. With freedom to be creative and time to reflect on the work and images surrounding their internships, students shared with Dr. Knight that they liked it much better than short papers or discussion boards.

Since none of the students in this graduate class had ever blogged before, it took a "few weeks for them to get it down so the first few assignments were part of a participation grade. They all had it down before they had to do real graded entries." The relevance of blogging to today's professional world was emphasized when Dr. Knight had a professional blogger from the American Counseling Association speak to her students. All in all, Dr. Knight was very satisfied with her first experience in incorporating this technology into her classroom and is looking forward to expanding the feature into other areas.



## The Secret Sauce & Working with Military Students

**O**n Monday, January 9, 2012 Major General Robert F. Dees, U.S. Army, Retired, and Liberty University Associate Vice President of Military Outreach, met with over 100 faculty members to discuss Liberty University's new Institute for Military Resilience and shared the Secret Sauce at a workshop to help those working with military students. The Secret Sauce was revealed to be Jesus Christ, the focus of all we do with all students in all courses. General Dees and a panel of 4 Liberty faculty (Dr. Bruce Bell, General David Young, Mr. Darren Wu and Dr. Will Honeycutt) ...



## The Secret...



with previous military service talked to faculty about important considerations when working with our military students. Incorporating faith is essential.

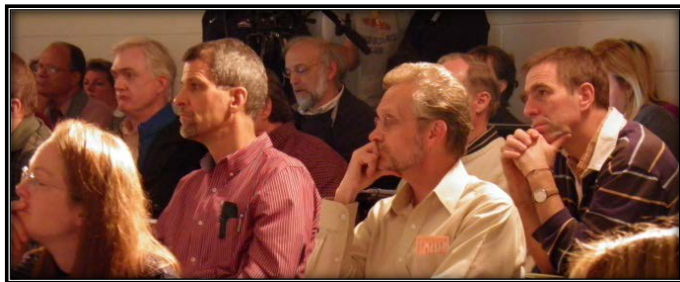
Topics such as Post Traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), suicide, deployments and military education benefits were discussed. Emily Foutz, Director of Military Affairs explained the role of her department in helping not only

faculty with the unique issues involved. Faculty are encouraged to guide military students to the Liberty University Military Affairs Office for assistance with challenges they may face while serving, especially while deployed, [militaryoutreach@liberty.edu](mailto:militaryoutreach@liberty.edu). Helpful tools are also available online to provide resources for military students and the faculty and staff who support them,

Residential Site: [www.liberty.edu/militaryaffairs](http://www.liberty.edu/militaryaffairs), LU Online Site:

[www.luonline.com/military](http://www.luonline.com/military).

Liberty will offer classes relevant to veterans, troops, military families, and the caregivers that support them, under the new Institute for Military Resilience, beginning in March 2012, for the Spring "D" sub-term. The courses to be released in the Spring and Summer semesters include: The Resilient Warrior/Leader; Resilient Marriage & Family; Career & Community Transition; and Military Mental & Behavioral Health.



## The National Endowment for the Humanities: More than just a summer institute

The National Endowment for the Humanities (NEH) Summer Institutes/ Seminars for University and College Professors program is more than just a grant. It is a life changing, multicultural, interdisciplinary, educational experience. Dr. Michael Graves has had the distinct honor to have participated as an NEH Fellow four times. Dr. Graves told the CTE that each NEH seminar enriched his field of study in rhetoric and gave him a broader perspective. In 1976, Dr. Graves was selected to attend the first NEH seminar he applied to - "Medieval to Modern: Literature, Science, and Religion in English, 1660-1750" hosted at the University of Florida. In 1982 he attended the "Oral Literature" Summer Seminar at the University of Texas at Austin. A few years later, Dr. Graves took his family with him for a summer in New York City while he attended the

NEH Summer Seminar "The Journey in Medieval Christian Mysticism" at Fordham University. Dr. Graves expressed how much these seminars opened a world of opportunities for his family as well. Since they were able to travel with him, he turned his continuing education into a learning experience for his family. The last NEH fellowship that Dr. Graves attended was "Eighteenth Century British Sources of American Rhetoric" held at the British Library (British Museum) in London, England.

Through the connections and scholarship associated with his experience with the NEH, Dr. Graves was able to publish numerous articles and chapters on rhetoric and Quaker preaching as well as two books: *More Than Precious Memories: The Rhetoric of Southern Gospel Music* published by



Mercer University Press, 2004 and *Preaching the Inward Light: Theory and Practice of Early Quaker Impromptu Preaching* published by Baylor University Press, 2009. NEH Summer Seminars and Institutes are designed to foster the best in scholarship and teaching. Every session offered through NEH is coupled with an implementation of the knowledge gained through the seminar or institute be it a journal article, conference paper, or integration into a course. There are many opportunities to apply for the National Endowment of the Humanities. If you want information on these programs, please contact the CTE.



## Faculty Weigh In



***The Virtual Student: A Profile and Guide to Working with Online Learners*** by Rena M. Palloff and Keith Pratt. San Francisco: Jossey-Bass, 2003.

Reviewed by Anna Cates, PhD.  
Adjunct Professor, School of Education

*The Virtual Student*, 191 pages, by Rena M. Palloff and Keith Pratt is part of the Higher and Adult Education series, published by Jossey-Bass. The authors divide the book into various sections that highlight relevant aspects of leaning in an online environment.

Part one of the book profiles the virtual student, discussing who the virtual student is, the student side of online learning communities, learning styles; gender, culture, lifestyle, and geography; and what the virtual student needs.

Part two of the book provides a guide to working with the virtual student, the inherent issues, concerns, and strategies. Sub topics include designing good student orientations, time and commitment, assessment and evaluation, legal issues; attrition, retention, and group size; and student-centered learning or best practices for online teaching.

Finally, the book includes a "toolkit" for a successful online student. The authors highlight both faculty tools and student tools. For example, in the faculty tools section, the authors provide sample course guidelines; whereas, in the student tools section, they list self-assessment questions.

Primarily, *The Virtual Student* is an excellent guide to use or book to assign for new instructors in training for online teaching. This book would also be useful for administrators

training to supervise online instructors. Secondly, this book could be helpful to individuals considering enrolling in online coursework. The book includes content that administrators or instructors could share with students to maximize their success. *The Virtual Student* is well-organized, thorough yet concise, and relevant in content and scope.

Rena M. Palloff and Keith Pratt serve as core faculty at Capella University's School of Education. They also teach for the Fielding Graduate Institute. The Center for Excellence in Education has also appointed Palloff and Pratt as faculty where they direct the Crossroads Consulting Group. Their other publications include *Lessons from the Cyberspace Classroom* and *Building Learning communities in Cyberspace*, also published by Jossey-Bass.



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