Inside This Issue

Dr. Vincent Smith offers his students the best of both worlds through hybrid courses. Story on page 4.

ITD’s director of Academic and Instructional Technology Services expects the unexpected. Story on page 6.

Why Has My E-mail Been Quarantined?

E-mail is routinely scanned for viruses and spam by dedicated message servers as it arrives on campus.

This process has over time stopped a lot of unwanted messages from reaching your e-mail inbox and makes more efficient use of the various segments of the campus network for messages to be delivered to your computer, be it via Webmail or your favorite desktop e-mail software.

In October 2008 improvements to the e-mail system allowed for the more efficient scanning of messages as they depart from campus, either through messages sent from your account or messages that are automatically forwarded to third-party addresses such as Yahoo or Gmail accounts.

This has contributed significantly to enhanced security of e-mail traffic from MTSU and has virtually eliminated the occurrence of e-mail being blacklisted by outside providers.

Messages are evaluated according to heuristic pattern analysis to weigh each message and assign it a score. Above a certain threshold, a message is flagged as having the potential for being spam but is delivered automatically.

Above another threshold, a message

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Plan now to attend the 7th annual Camp IT

The ITD Faculty Instructional Technology Center (FITC) will again be sponsoring a faculty development “camp” experience for a group of 15–20 faculty participants. This experience will provide faculty members with concentrated instruction and one-on-one instructional design consultation for effectively integrating technology into their teaching. “Camp IT” will be a combination of virtual and classroom learning experiences from both the instructor and the student perspective.

The objectives of the camp are as follows:

1. To experience an online learning environment from both the student and the faculty perspective.

2. To be able to discuss advantages and challenges presented by the online learning environment.

3. To discuss how various learning and teaching styles can be effectively integrated into the online learning environment.

4. To create a student-centered online learning environment for a course in their selected discipline.

5. To create multimedia course resources (graphic, video, audio) to be used in an online learning environment.

6. To effectively use Desire 2 Learn (D2L) to build online resources for a

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E-Mails Are Forever

E-mail has been around long enough that you’d think we would have learned how to handle it by now.

The following article was reprinted from The Chronicle of Higher Education with permission from the author.

A noted scholar contacted me last month and asked me to write a column about e-mail etiquette. She was troubled by the “lack of respect” and “sometimes outright hostility” that some of her colleagues routinely conveyed in messages. E-mail, she said, seems to “give folks license to be rude and downright nasty.”

Coincidentally, a department chairman had written with a similar request a few weeks earlier. He had found himself embroiled in a departmental squabble after offending some of his colleagues with an e-mail message in which he unintentionally sounded imperious and bossy. “I was simply trying to explain a new university policy,” he said. “I didn’t mean to sound like a dictator.”

E-mail has been around long enough that you’d think we would have learned how to handle it by now. But I’ve heard plenty of similar complaints lately from other victims of e-mail hostility or mis-understanding. At professional conferences, deans and other administrators spend an increasing amount of time discussing the topic of problematic e-mail practices. By all accounts, the problem is only getting worse.

Administrators and faculty members use e-mail in a number of inappropriate ways. Some employ the “cc” function as a weapon. A faculty member becomes angry with a colleague and complains to that colleague in an e-mail message, but rather than resolve the matter privately, the sender will “cc” the recipient’s supervisor and perhaps even the supervisor’s supervisor. A private exchange that might have drawn mutual understanding instead draws management into the dispute.

Some academics have made a habit of firing off angry e-mail messages to a host of recipients. I know an engineering professor who periodically becomes frustrated by some new university policy and responds by sending a heated e-mail message to the university’s president, selected trustees, the provost, his dean, and every faculty member in his large department, excoriating “the university” for adopting the policy in question.

Dispatching a message to such a broad group of recipients is not only a breach of protocol (which dictates that you typically communicate to the next level above you), but it is invariably counterproductive: Your objective was to encourage people to take action, but the likely result is that you have succeeded in casting yourself as a crank or a troublemaker — someone not to be taken seriously.

Other academics are utterly abusive in e-mail messages. It is difficult to imagine the senders uttering the same incendiary words in a face-to-face encounter. I’ve seen colleagues use e-mail to accuse each other of stealing research ideas, of being “stupid” and therefore not deserving of their doctorate, of being “a disgrace to the professoriate,” and of “destroying the department.” A colleague of mine refers to such unrestrained verbal onslaughs as “assault by e-mail.”

The most generous explanations for that behavior are that the sender fired off the message in the heat of anger or was simply unaware of how insulting it would sound. Regardless of the rationalization, there is no excuse for abusive language in the workplace — none.

That said, it is true that you have little control over how recipients perceive the tone of your message, even a routine one.

A senior scholar in the humanities said she was puzzled when some of her doctoral students would send messages asking if she was angry or upset with them. “It took me a while to realize that they were responding to the pithiness of my own e-mails,” she explained. “I use e-mail as infrequently as possible and only to transact business, so I am not chatty or especially warm.” Her students confused brevity with disapproval — a perception that was undoubtedly magnified by the anxiety that dissertators experience. She began to make a special effort to make her messages less chilly.

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Enterprise Resource Planning (ERP) Update

**Banner Student**

Banner was successfully upgraded to Student 7.4 and General 7.5 versions on January 2-4, 2009. The upgrade went very well with few problems. Modification updates for the new version fixed several Tennessee Modification defects that were still outstanding. The new features in Student 7.4 offer new functionality and improvements in several areas. The improvements in Student 7.4 have greatly assisted with National Student Clearinghouse reporting and three files have already been created and transmitted related to Spring 2009 enrollment. This better functionality results in student time status (full-time, half-time, or less than half-time) being more accurate. Also, students have access to more up-to-date self-service enrollment verifications.

The Student Team worked with TBR on outstanding Tennessee Modification defects related to the Last Date of Attendance (TBR 036) and High School Deficiencies (TBR 001/002).

The Student Team went live with CAPP Degree Evaluation for Students. Thanks goes out to numerous AISS staff in ITD for scripts being written and set up in AppWorx to create attributes and fix baseline features, and for numerous WebTailor changes so that wording would be more informative to students and advisors.

The Admissions Office went live with the Self-service Banner online application for re-enrolling students. Work is currently in progress to go live with online applications for other groups as well.

The Student Team completed the 2008 year with another successful end of term processing.

Numerous members of the Student Team and ITD assisted in the go live of the new ELS program and making the processes work within Banner and related systems.

Training sessions were conducted related to various processes within Banner.

**Advancement**

Advancement has implemented a chain of “clean-up” scripts to alert them in the event of certain data discrepancies. These weekly scripts provide output to assist with manual corrections or automatically update incorrect data, such as relationships, mailing names, addresses and constituent codes. This has helped to reduce mailing costs, provide more accurate report information and maintain the overall reliability of Banner Advancement records.

**Banner Financial Aid**

Various members of the Financial Aid team visited the University of Memphis to learn more about how Direct Lending works on Banner. MTSU became a Direct Lending participant this year.

**WorkFlow**

WorkFlow Team members met and revamped more components of the “Name Change” flow. The team decided to proceed with additional testing by staff in their offices who had not yet worked with Workflow. This will give the team valuable feedback on any functionality that may have been overlooked during the development of the flow logic.

ITD Workshops Available For Faculty And Staff

Get started with computer graphic programs such as Illustrator; edit and enhance pictures with Photoshop; get familiar with D2L and Photoshop; get trained in Word 2007, Excel 2007, and Access; learn to design Web pages; and more!

**Registration is required (except where noted)**

* Register on the Web or call ITD at x5345
* Most workshops are offered at the ITD Training Center in the Telecommunication Building
* Classes are filled on a first-come, first-served basis
* Please give a 24-hour cancellation notice

Individual consultation for instructional technology needs can be requested by calling ext. 8189. Other workshops are available upon request.

See our Web site for more information.

www.mtsu.edu/itd/workshops
In this green age of environmental awareness, you’ve probably grown accustomed to seeing hybrid cars on the roads during your morning commute. These vehicles give motorists the advantage of gas-powered engines coupled with the energy efficiency of electric cars. But are you familiar with hybrid classes?

Like the vehicles that share their namesake, hybrid courses also provide the best of both worlds by giving students the freedom and convenience of online courses along with the advantages of traditional one-on-one class instruction.

Hybrid courses are essentially online classes that require no more than nine mandatory hours of face-to-face classroom interactions. The latter can come in the form of traditional classroom discussions, exams, presentations, orientations, or seminars. Students who live more than 50 miles away or have legitimate conflicts can opt to schedule a proctor at a local university for an exam or arrange a special exam through the MTSU Distance Learning Testing Center.

MTSU professor Dr. Vincent Smith found that hybrid courses offer his business students benefits that many conventional classes don’t.

A self-described technology buff, Smith embraced the opportunity to take his 24 years of teaching experience into the 21st century and began experimenting with hybrid courses in 2004. “I’ve been doing enough face-to-face teaching now that hybrid courses give me the challenge of using a new teaching style,” he said. “You meet lots of interesting students, some of whom are out of state or in other places that I might not ordinarily get to meet. It gives them a way to connect with one another.”

Smith is currently teaching a course called Document Production that requires students to develop an advance skill of keyboarding, much of which they do online.

“They do a lot of the skill development activities at home and upload them to a publisher’s Web site where I go in to view them and provide feedback,” he explained. “But I need to see the students physically to verify their skills, so they come in at midterm and do some physical timings and production tests.”

Smith found using a hybrid format was an ideal milieu to teach the Document Production course because it requires both independent and supervised work from students.

After weeks of interaction through e-mails, chat rooms, and discussion boards, a sudden transformation comes over Smith’s students when they meet their professor in the flesh for the first time. “Some of the students have a different tone after that first meeting,” Smith reflected. “I’ve been teaching face-to-face classes now for a long time, and when students experience the classroom environment, they respond to you in that way, but in an online environment it’s different. In online courses, there’s not a lot you can do to make it personable. After that midterm meeting, students are more apt to stop by my office or they’re more apt to call me. Prior to that, I would have just gotten an e-mail communication.”

Smith foresees the need for hybrid and online courses to rise in coming years, especially as gas prices continue to climb. This summer Smith will join several of his fellow educators in developing a hybrid course designed for graduate students aspiring to teach business.

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Is Your Smartphone a Smart Choice?

If you have shopped for a cellular phone or PDA/Smartphone lately, you’ve probably noticed that the options seem to be endless. It can be quite overwhelming to visit your carrier’s store, especially if you haven’t done a little research beforehand. Probably the biggest point to consider before purchasing that next Smartphone is what systems you want that Smartphone to integrate with, such as calendaring.

Smartphones, which are not only telephones, but data devices, encompass three general categories, based on the operating system. Those three operating systems include Palm, Windows, and Blackberry. Regardless of the operating system chosen, e-mail functionality will be the same. However, most Smartphone users not only want the capability to send and receive e-mail on their device but also want the capability to maintain a calendar.

Therefore, it is very important to consider the type of calendar you will want that Smartphone to sync with before making your final selection.

The two most common calendars used on campus include Oracle and Outlook. Knowing which calendar you will need to sync the device with will help steer you towards selecting one operating system over the other. Oracle users find the greatest success in syncing with a Palm-based device. Examples include the Palm Treo or Palm Centro.

With an additional software component, provided by ITD, those types of devices will sync with Oracle. Windows and Blackberry devices, which are the most prevalent devices available, will not sync with Oracle. They will, however, sync with Outlook.

Beyond calendaring, which will help you choose a device category based on operating system, choosing a particular device model is really user preference. While there aren’t many choices among Palm-based devices, there are many models available that boast the Windows or Blackberry operating system.

Some additional things to consider would be getting a device that works on the wireless provider’s fastest data network, memory capacity, especially if you intend to load music, store pictures or documents on the device, and global capabilities, if you are a world traveler. It is also a good idea to visit your carrier’s local store to see all of the phone models available in person.

Many carriers have their phones on display, live and in action, which gives consumers the opportunity to get a true feel for the phone before making their purchase. Take advantage of that opportunity!

With the research and thought you have given it before entering the store, you’ll be able to make a well-informed decision, and can feel confident that you have made a smart choice when it comes to choosing your next Smartphone.

14th Annual Instructional Technology Conference

Registration
Registration for the 2009 Instructional Technology Conference is free to the first 100 full-time MTSU faculty members who register.

• Registration for the Instructional Technology Conference or the pre-conference workshops must be received by March 13, 2009.

For more information, please visit www.mtsu.edu/itconf/mtsufac

Featured Speakers

Michael Wesch
Assistant Professor of Cultural Anthropology, Kansas State University

Belle S. Wheelan
President of the Commission on Colleges of the Southern Association of Colleges and Schools

Sarah Robbins
“Intellagirl” Director of Emerging Technologies Kelley Executive Partners, Indiana University
As a history buff, Albert Whittenberg enjoys studying the events that shaped America’s past. But as ITD’s director of Academic and Instructional Technology Services, Whittenberg has set his sights to the future as technology continues its evolution in the Information Age.

“There’s always something new around the corner,” said Whittenberg, who made his debut at MTSU three years ago after serving as the associate director of educational technology at the University of Illinois at Springfield.

Whittenberg oversees an area dedicated to supporting the computing needs of the academic community, which includes consulting, data entry and transfer services, instructional technology development, programming services, Web specialists, test scoring, and workshops.

As technology continues to evolve, the need for research, instructional technology development, statistical analysis, international network communications, and coursework has increased exponentially, and the Academic and Instructional Technology Services department is there to meet that ever-growing demand.

Because technology’s capricious nature, Whittenberg has come to expect the unexpected.

“One of the things that several people have talked about is Second Life, where we actually go into a whole virtual environment,” he mused. “That certainly wasn’t on my mind when I first came here. Who knows, maybe that will be something used regularly by the faculty. It may even be the next great tool. It’s unpredictable.”

Originally from the scenic hills of east Tennessee, Whittenberg felt his relocation to the Volunteer State from Illinois three years ago was like coming home.

It didn’t take long for him to realize he made the right decision.

Whittenberg oversees an area dedicated to supporting the computing needs of the academic community.

“The people here have been great,” Whittenberg said. “I’ve enjoyed working with them, and the staff is excellent.”

One of Whittenberg’s biggest responsibilities is assisting the faculty with Desire2Learn (D2L).

He also works consistently with a team of Web specialists to ensure the University’s Web site is up and running.

It’s not uncommon for Whittenberg to find his e-mail inbox filled with inquiries when he comes into the office on Monday mornings.

“I try to help as many people resolve their problems as I can,” he said. “I may not be able to get to everybody all at once, but I’ll get there eventually.”

One of the most memorable experiences for Whittenberg was the University’s historic conversion from WebCT to D2L.

“There was a lot of concern about whether everything would transfer over from the older system,” he recalled. “There’s always a certain amount of anxiety that goes along with a big change.”

As an up-and-coming historian, Whittenberg is a proponent of education and learning. He earned a bachelor’s degree in management information systems in 1990 from Tennessee Technological University, a master’s degree in human resource development from the University of Tennessee-Knoxville in 1998, a master’s degree in history from the University of Illinois in 2005, and is in the process of earning a doctorate in public history from MTSU.

He teaches an online history course and enjoys touring and researching historic sites and archaic battlefields.

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**ITD Staff News**

**Starr Taylor** has joined ITD as a microcomputer specialist. In her position, Starr is tasked with maintaining administrative and staff computers, peripherals, and network accessibility.

Starr comes to MTSU from Southwest Tennessee Community College in Memphis where she served as a computer lab technician. That job required her to secure network accessibility for the main campus and maintain faculty, staff, and lab computers and printers.

She earned an Associate in Applied Sciences degree from Memphis-based State Technical Institute in 1999 and an Associate in Science degree from Southwest Tennessee Community College in 2008. In addition, Starr is A+ certified.

She hopes to meet the needs of the MTSU faculty and staff and plans to continue her education.

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**Alicia Kuka** was recently promoted to the administrative secretary position in ITD.

The administrative secretary responds to requests and needs from all ITD directors, assistant vice presidents, associate vice president, and employees. These responsibilities may include scheduling meetings, placing orders, tracking the University site licenses, answering the telephone lines, and directing phone calls and visitors to the area. The administrative secretary also maintains all of the ITD inventories plus the desktop and laptop inventories for the entire campus.

Before coming aboard ITD, Alicia worked in the Knox County Register of Deeds office as a data entry/recording clerk for seven years. She also worked six years as a luxury suites manager for Tennessee Smokies Baseball.

She holds a dual associate’s degree in Accounting and Business Administration from South College in Knoxville.

Alicia’s husband, Jon, is director of sales for Nelligan Sports Marketing. The Knoxville couple moved to Murfreesboro in November 2007.

**Barbara Draude** co-presented a preconference workshop entitled “The Role of Play in Learning with Technology” at the Educause Learning Initiative (ELI) annual conference on Jan 20-22. The workshop shared insights from faculty examples of integrating educational games into the MTSU curricula. She also participated in the planning and conducting of an alternate reality game (ARG) “played” during the three-day meeting by conference attendees. The game exercise modeled how ARGs could be designed and used to actively engage students in learning experiences. In addition, Barbara joined members of the ELI ARG planning committee in sharing how the experience was designed and implemented during an ELI Webinar on Feb 20.

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**e-mails**

*Continued from page 2*

Some people make the mistake of committing sensitive information to an e-mail message, forgetting that, once composed, it becomes a permanent record that can be shared with anyone and everyone. I know of a professor serving on a tenure committee who made the mistake of explaining to his colleague in an e-mail message why the committee had voted against her tenure. Obviously, it is unethical to discuss such personnel issues outside of the committee to begin with, but by revealing the decision-making process in writing, he inadvertently gave his colleague and her lawyer a document that later became the centerpiece of a successful lawsuit.

Here are some best practices to help faculty members and administrators avoid such unhappy situations:

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**Be judicious in deciding who should receive your message.** Before adding any names to the “cc” list, ask yourself, Will adding someone to the list embarrass the main recipient or cause other difficulties? Am I sending the message only to those who need to read it? What is my real purpose here, and can I better achieve it in person, or on the phone? As a general rule, refrain from sending messages to a long list of recipients.

**Consider the tone of your messages.** Do you inadvertently sound condescending, angry, bullying, or inappropriate in any way?

People reading a message are not always able to “hear” tonal subtleties, so it is best to avoid sarcasm, irony, and satire in workplace e-mail messages. Similarly, using all uppercase may come across as shouting. Long-winded, rambling messages may sound argumentative, whiny, or even bad-tempered, while brief ones may seem cold and unfriendly. Avoid either extreme.

**Resist the urge to fight fire with fire.** The best response to a heated or insulting message is not to reply immediately. Good practice dictates that you take some time to cool off and reflect about how to answer. Some experts suggest that you compose a reply but then save it and reread it later. See if you feel the same way. Above all, never send important e-mail messages when you are tired, angry, or upset — or late at night when you might be all three.

When you do reply to a negative message, avoid being drawn into a lengthy back-and-forth exchange that may only serve to escalate the conflict. Attempt to resolve the difficulty in person: “It appears that we are talking at cross-purposes; let’s meet tomorrow.

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Best of Both Worlds
Continued from page 4

“We’ve got a continued demand for business teachers, and we’re getting a lot of calls from east Tennessee from people who want to go into business teaching and can’t get the course work they need to be fully certified,” he said. “MTSU is the really the only school left in the state that offers a full business education program. So this summer we’re going to offer some of our certification courses at the graduate level.” Plans are also underway to offer the remaining online and hybrid courses needed to complete the B.B.A. degree in office management in a distance format as well as develop new graduate courses for a proposed Training and Development emphasis for the Regents Online Degree Program’s Master of Professional Studies program.

Although the hybrid venue has afforded Smith a little more breathing room in his schedule, the hours he spends interacting with students have multiplied.

“I spend much more time with the class in a hybrid environment than I do in a face-to-face setting because students don’t all work in the same time frame,” he said. “I get students throughout the day. Some might stop in mind when creating your voice mail greeting:

• Your greeting should include your name, organization or department, and telephone number.
• If your number is a main departmental number, it is a good idea to include your normal hours of operation, or to utilize conditional greetings, which will automatically play an alternative greeting out of hours. (For information on conditional greetings, visit www.mtsu.edu/idtele.)
• You should state that you are currently unavailable. If you are out of the office for a couple of days, you should indicate when you will return to the office, so that callers will have a general idea on when to expect a return phone call. If possible, provide the caller an alternate phone number, should they need to speak with someone prior to your return.
• You should include in the greeting any items that the caller should leave in their message, such as a return phone number.
• To cut down on repeat phone calls, you can indicate in your greeting that calls will be returned within 24 hours, or whatever time period is set by your organization or department’s

Voice Mail Etiquette

While it is sometimes frustrating for callers to be routed to voice mail, at times, it is unavoidable. Whether you are currently on another line, in a meeting, at lunch, or just out of the office, it is important to be sympathetic to the caller and to their time, and it is important to be mindful of this when creating your voice mail greeting.

Expecting the Unexpected
Continued from page 6

 doesn’t just think about the past. He also focuses on the events to come.

“One of the biggest things we’re hoping to get resolved is moving all the departmental Web sites over to the LCMS system,” Whittenberg said. “That’s actually been going on for some time now, and we’ve set a goal to move all the academic departments by the end of the semester. We would like to get the rest of the non-academic departments up as soon as possible.”

Whittenberg resides in Manchester with his wife, Rhonda, and son, Casey, who graduates high school this spring and will attend MTSU next fall.

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E-mails
Continued from page 7

and work this out.”

Compose every e-mail message as if the entire world will read it.
While you may well be engaging in a “private” exchange with a colleague or supervisor, e-mail is by definition a public forum. Be cautious and thoughtful about what you commit to writing and how you phrase your messages. If an issue is especially delicate or controversial, pick up the phone.

Above all, in workplace e-mail messages, be professional. Developing a professional ethos demands constant self-scrutiny. After writing

the previous paragraph, I took a break to respond to a colleague’s e-mail message requesting a document that I had already sent him. In resending the document, I unwittingly reminded him that I had already sent it — a reminder that served no other purpose than to embarrass the recipient and make me feel petty.

I was quick to apologize. What you’re going for here is a tone that is businesslike but warm, succinct but not telegraphic, and respectful rather than even subtly reproachful.

From time to time I receive a message saying something like, “John Doe hereby retracts the e-mail message recently sent to you.” But you can never retrieve a message. That is precisely why observing the best practices of e-mail etiquette from the outset is so important. You can avoid a lot of regret by remembering a simple truth: E-mails are forever.

Gary A. Olson is dean of the College of Arts and Sciences at Illinois State University. He can be contacted at golson@chronicle.com. For an archive of his previous columns, see http://chronicle.com/jobs/news/archives/columns/heads_up.
**Network Services Update**

- The former Internet connection for the campus was replaced with a 200 Mbps circuit to the new state network (NetTN) with a separate 100 Mbps circuit dedicated to the residence halls and Greek Row.

This upgrade and separation of services not only improved Internet performance but allowed for the application of different security policies and management strategies tailored to the different needs of the residences and the campus network.

- The older Ethernet switches were replaced in many classroom buildings throughout the campus with new switches, which added increased bandwidth capability and additional security.

- All remaining “first generation” wireless access points were replaced with the latest access point system allowing for greater central management, rogue detection, and increased throughput.

**Best of Both Worlds**

*Continued from page 8*

Just as important as it is to be mindful of the caller when recording your greeting, it is also important to be mindful of the message you leave for someone when you are the caller. Some things to consider when leaving a voice mail message for someone else include the following:

- Speak slowly and include your phone number at the beginning of the message, and repeat it again at the end of the message.
- Make sure your message is clear and concise. The shorter your message, the more understandable your message will be to the recipient.
- While you should only highlight the reason for your call, don’t just say “call me.” That gives the recipient no information as to the reason for your call.

Smith, who began teaching at MTSU in 1985, earned his doctorate in human resource development from Vanderbilt University in 1994. During his more than two decades of teaching, Smith has witnessed the classroom’s evolution from chalkboards and overhead projectors to e-mail and online courses.

“Marker boards seemed amazing at the time, and now, who uses an overhead?” he asked. “Who knows what’s coming next. It’s amazing what kinds of resources we have.”

**Voice Mail Etiquette**

*Continued from page 8*

- If your message is exceptionally long, and you don’t want routine callers to listen to the entire message each time they call, tell callers that they can press 1 at any time to leave a message, thus bypassing the remainder of your greeting.

- If you update your greeting during times when you’ll be out of the office, be sure to update the greeting again upon your return.

- Do not hide behind the voice mail system. Callers prefer to talk with you first, rather than voicemail. So if you are available to take the call, go ahead and do so. Sometimes it is much quicker to deal with calls as they come in rather than spending time trying to return phone calls.

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**Camp IT**

*Continued from page 1*

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Camp Schedule: CampIT will be a two-week experience. The first week will enable participants to interact with fellow “campers” in an online experience; the second week will allow campers to meet face-to-face with “camp counselors” (FITC staff) and fellow campers, developing the knowledge and skills to effectively integrate technology into teaching.

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