



THE ADJUNCT FACULTY CONNECTION

ISSUE 5 SPRING 2012



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Are You Outstanding Adjunct Faculty?

Marianne Smith, AFA Advisory Committee, Estrella Mountain College

"Excellence is not an exception, it is a prevailing attitude." --Colin Powell

With over six thousand Adjunct Faculty teaching District-wide, no doubt many attain excellence in their classrooms. This might be in developing a new course, discovering a great technique to engage students, or devising a novel way to promote diversity.

If you've done some great work this year, help us salute your efforts. Take the time to share your achievements and get the recognition you deserve.

Every April at the Adjunct Faculty Spring Conference, outstanding Adjunct Faculty are recognized in front of their peers and administrators.

Last year a self-nomination process was established, and this year the application guidelines and scoring rubric were updated to incorporate your feedback. The new process includes an online survey, an invitation to apply, and a supporting application. The application requires two letters of recommendation; one must be from a Department Chair, Dean or Vice President of Academic Affairs and the other may be from any faculty member or student. You can review the application guidelines and the rubric online at <http://www.myafa.org/recognition.html>.

Discipline Dialogues at Adjunct Faculty Fall Conference

Joan Conrad, Adjunct Faculty, Phoenix College

During the Adjunct Faculty Fall Conference, participants formed discussion groups by discipline to determine how various topics would apply to different academic disciplines. Information from these discussions will be used to help plan future meetings and conferences.

Those who participated found great value in the discipline dialogue process. Participants discussed different areas that applied to all disciplines. These included developing a community between Residential and Adjunct Faculty, Student Success programs, teaching and learning standards, and administrative support.

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Retain and Retrain, AKA, Life as an Adjunct Faculty

Cyndy J. Woods-Wilson, PhD, Adjunct Faculty, Rio Salado College

Jessica was a writer.

She wrote loads of words in every assignment. But there was that little problem of using texting language that crept into every email, assignment and essay. Despite the many times she was reminded about texting language, it was clearly a bad habit that she had to break. Gentle and then not-so-gentle reminders via email seemed remembered for one response, and then it was back to texting language. How could Jessica be retained if she wasn't completing assignments appropriately? Or, perhaps, was it a retraining issue?

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Upcoming Events 2012

Spring Adjunct Faculty Conference

Saturday, April 14, 2012
Scottsdale Community College
Student Center Building
Turquoise Room, (SC-164)

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Join or Contribute
Adjunct Faculty Association
www.myafa.org

Adjunct Faculty Annual Elections Sunday, April 22, 2012

If you are interested in running for President, Vice-President, Secretary, or Treasurer see www.myafa.org/positions

Please send questions to nominations.committee@myafa.org

**THANK YOU
FOR YOUR
CONTRIBUTIONS!**

CONTACT US

To submit a story to *The Adjunct Faculty Connection*, request more information on a feature in this publication, or give us feedback, email us at publication@myafa.org

How Have Adjunct Faculty Helped to Further Your Educational Goals?

Kim Wagner-Hemmes, *Estrella Mountain College Representative*

Out of a total of nearly 10,000 District employees, nearly 6,000 of these are Adjunct Faculty. Helping our students become successful is a common inspiration for nearly all Adjunct Faculty as they pursue teaching and learning in the classroom. We recognize our ability to affect the outcome of our students' success.

At the end of Fall 2011, I interviewed Estrella Mountain students from various disciplines to get some idea of how students saw Adjunct Faculty helping them further their educational goals.

Community college students are often focused on direct entrance into an occupation rather than attaining overall academic knowledge. These non-traditional students are often more effectively served by Adjunct Faculty, many of whom have acquired their knowledge through both vocational and academic channels.

Maria Googins, an older student who returned to school in the Spring of 2011, previously worked in early childhood education and had not yet declared her major. She remarked that she was better able to relate to sign language instructor, Crystal Bean, because of their shared experiences outside the classroom. Stating: "My sign language instructor was very passionate about signing and the culture itself. She made it interesting and fun. She works as an interpreter, and brings that skill set with her into the classroom every time she teaches."

Baden Eslinger had just completed his third semester in Graphic Design and Fine Arts in his pursuit of becoming a graphic designer. He acknowledged that his associate's degree will give him the general educational background he needs to be competitive in the field. Any additional knowledge he needs beyond that, he felt, was best obtained through the application of his skills in the real world.

Donald MacKenzie had just completed his fourth semester in the Information Technology program and planned to go into his father's computer service and repair business upon graduation. So far, MacKenzie had benefited from his Adjunct Faculty instructor's topical knowledge in the ever-changing technology-based world of web design, system networking, and Linux. In his own words: "I think maybe instruction is a bit better from Adjunct Faculty. My one networking teacher, she would come to school and teach, and then she would go back to her job where she would do this every day. Whereas if you are a full-time teacher, I don't think you get to go out into the field to see if anything has changed."

Bridget Trice, a Culinary Studies student, had also reaped the rewards of her Adjunct Faculty instructor's professional expertise. Having recently worked in the college operated restaurant, *The Regions*, she was able to employ her skills firsthand by sharing in the preparation of the restaurant's meals. About her program experiences she said: "I have had two teachers who have been Residential, the rest have all been Adjunct Faculty. I honestly feel that Adjunct Faculty take pride in their work and having you learn something when you walk away. When my instructors come in, their goal is not to help us pass the class and have a fundamental understanding of the subject matter. Their goal is to make us as good as we can be because we have their stamp on us when we walk out of the classroom. If you are a crappy chef, it reflects on them."

Her husband, Josh Trice, has completed 60 credits towards a Business degree that he plans to apply in running their future restaurant. During our interview, Trice mentioned that he has taken more classes with Adjunct Faculty than Residential Faculty and said: "Adjunct Faculty are definitely more sensitive to external forces. Things are less arbitrary and more formal. They have something to prove. Adjunct Faculty also seem to have more of a transparent grading system. You know what grade you are going to get early on."

When asked whether any particular Adjunct Faculty stood out in his memory, Josh Trice named Political Science instructor Michael Powell, Biology instructor Charles Bell, and English and Humanities instructor Matthew Rodgers:

"Michael Powell was always more than willing to write recommendation letters and was always very receptive and willing to work with you outside the classroom."

"Matthew Rodgers, who I had for my English 101 class, is also amazing."

And finally: "Charles Bell would help you even if you weren't in his class. He's always excited about anything related to his subject. It's always a unique experience to have an instructor who eats, sleeps, and breathes whatever they are teaching."

His wife, Bridget Trice, further chimed in on Chuck Bell: "He remembers names beyond the classroom. When I walked into the class and he saw my last name, he immediately wanted to know what my association with Josh was. I thought that was really awesome."

Preston Talbott, former military recruit turned political

Adjunct Faculty Helped? (Continued from Page 2)**Kim Wagner-Hemmes**, *Estrella Mountain College Representative*

science major also listed Michael Powell, Charles Bell, and Matthew Rodgers among his favorite Adjunct Faculty. He shared these remarks: "My class with Matthew Rodgers was Film and Literature. He came prepared for class. Every second was chock full of content." Further remarking: "Adjuncts are more invested in these things outside the classroom, and they want you to be a part of it."

As outsiders ourselves, who are only employed for the duration of their Instructional Assignments each semester, Adjunct Faculty can relate to what many of these students are going through on a personal level and not just an intellectual one. Moreover, Adjunct Faculty are generally perceived as being very passionate about their work. Their external connections within specific fields of interest seem to further enhance the educational experience, and therefore lend itself to a lasting relationship with students both inside and outside the classroom.

Kim Wagner-Hemmes

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Degrees

B.A. History of Art and Architecture
 M.A. Art History
 Progress towards B.A. Photography

Experience

Teaches at Estrella Mountain and South Mountain
 Independent Filmmaker
 o *Dead Enders* (2010)
 o *The Reptile Sanctuary* (2008)
 o *The Domain* (2007)
 Freelance Writer
 Tutor for EMC LEC Writing Center

**Academic Committees**

- Leadership Council
- Academic Issues Team
- Center for Teaching and Learning Advisory Committee
- Adjunct Faculty Professional Learning Community

2011-2012 Goal(s)

- Promote Adjunct Faculty Professional Development
- Research effective Adjunct Faculty training models to implement at EMC
- Develop and a more effective AFA web presence

Life as an Adjunct Faculty (Continued from Page 1)**Cyndy J. Woods-Wilson, PhD**, *Adjunct Faculty, Rio Salado College*

Adjunct Faculty see the gamut of the world's finest Community College students. The students might be fresh out of high school, might be grabbing extra courses while attending other Universities, or might be the re-tread crowd, the ones that are returning to school after taking a break for kids, jobs, spouses and life. All of them are looking for success, and most have heard that college is the path to success. They're excited and scared, and most are quite determined to succeed. Many, like Jessica, haven't yet seen the "big picture" of life, and don't yet understand how courses are designed for specific outcomes, and how these outcomes build their path to success in higher level courses.

And that's the power of Adjunct Faculty. We're real, live, working-in-our-fields-people who understand what it takes to succeed and thrive in the real world. Our voices are strong and authentic. We understand the "big picture", and know how our course adds to the dynamic that makes a successful student. And because we know adult learning theory, we can make every encounter we have with students a learning opportunity.

That was the opportunity with Jessica. Her world was text messaging. Why spell out long words when deleting vowels actually allowed more words in the 160 character format? The opportunity to explain it to Jessica was there, but the method had to be carefully considered. Jessica was bright, and articulate. Yet she was uneducated in how formal writing would help her further synthesize what she learned in a manner that others would understand. She still thought writing papers and any formal writing was only seen by teachers, who systematically applied some method of scoring the paper. She didn't realize that her papers and her emails were actually part of the learning experience that would help her realize her dream of success.

Jessica's opportunity is one that Adjunct Faculty provide every day. We teach, we train and we retrain while instilling habits that promote success in life. Retention was an issue if Jessica had felt demeaned in our communications. Instead, Jessica was treated like an adult, given adult reasoning, and shown how her work would be productive far beyond the course in which she was currently enrolled. Jessica's opportunity was a retraining issue.

Retraining isn't just for students. We all experience it as our world changes seemingly every second. Our communications are no longer regional, they've become international. And that becomes the Adjunct Faculty opportunity, knowing that by making what we do meaningful to all students, we can focus on the big picture, allowing us to retain while we retrain.

Discipline Dialogues (Continued from Page 1)**Written by: Joan Conrad, Adjunct Faculty, Phoenix College**

The following is a summary of some of the ideas and suggestions that came out of these dialogues.

Participants encouraged the creation of a community between Residential and Adjunct Faculty. Including Adjunct Faculty in department meetings would help assure all staff had access to the same information.

Participants indicated a shared resource site could help communicate effective materials and ideas. Discipline dialogue activities could help establish more innovative practices and applications for instructors to create a greater atmosphere of success.

Faculty need to take leadership of Student Success and the Completion Agenda to assure success continues to be an important aspect of teaching. Related discussions should lead to programs that will improve success.

Student participation in needed skills programs helps them stay in school and be successful. These include time management and mental preparation. To provide the necessary advisement to students, faculty will need to expand developmental assessment of the whole student instead of segmented areas.

Applied standards of effective teaching and learning to help measure student's intent will be necessary to use as a basis for student/faculty interaction.

A general education areas matrix rubric will also need to be applied to assess learning outcomes as well as course competencies. These would include areas such as critical thinking, problem solving, collaborative skills, presentations, technology use, successful analysis and independent research.

First time instructors would need a crash course to develop the skills to carry out and effectively utilize these assessment tools. A mentor program for Adjunct Faculty could dramatically improve understanding.

Faculty professional development should be aligned with assessment activities and introduce different learning methodologies to be used in the classroom, such as portfolios, service learning, in class reflection, and groups.

Participants agreed that none of this could happen easily without administrative endorsement to ensure technological support and assure that the necessary technology such as smart boards, etc., is available in the classrooms for faculty.

The overall feeling of participants was that this was a successful endeavor with many positive outcomes and suggestions for the future.

Michael P. Cyll

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Degrees

B.A. Behavioral Sciences
M.A. Forensic Psychology

Experience

Teaches at Gateway
Teaching in Health Careers Program
1. Diagnostic Imaging Program
2. Clinical Research Coordinator

Medical Technical Credentials

- Registered Diagnostic Medical Sonographer in Cardiology (RDCS)
- Registered Cardiology Technologist (RCT)
- Certified Clinical Research Professional (CCRP)
- Registered Congenital Cardiac Sonographer (RCCS)
- Fellow American Society of Echocardiography (FASE)

2011-2012 Goal(s)

- Parliamentarian for the AFA Board members.
- Assist at AFA Conferences
- Facilitate Spring and Fall "Meet & Greet" meetings

**2011 Adjunct Faculty Fall Conference**

Phillip Jalowiec, Andrea Buehman, Michael Powell, Mark Banas

Adjunct Faculty Spring Conference

Saturday, April 14, 2012

Scottsdale Community College

Student Center Building Turquoise Room (SC-164)

Tentative Schedule:

- 8:00 am Registration and Continental Breakfast
- 8:30 am Welcome and President's Report
- 9:00 am First Session Breakout
- 10:00 am Second Session Breakout
- 11:00 am Discipline Dialogues
- 12:00 pm Lunch
- 12:30 pm Key Note Speech: Chancellor Glasper
- 1:15 pm Awards and Recognition: Dr. Maria Harper-Marinick
- 2:00 pm Close

2011 Adjunct Faculty Fall Conference





2011 Adjunct Faculty Fall Conference

Clarification of Financial Aid Programs for Adjunct Faculty

Steven R. Peist, *Adjunct Faculty, Estrella Mountain College*

More than 80% of MCCCCD students receive some form of financial aid in the form of grants, loans, scholarships and stipends, according to recent statistics released by the Maricopa Colleges. Without these resources, the dream of attaining a college degree would simply be out of reach for the majority of our students. It is time that Adjunct Faculty become one point of contact to help facilitate research and find some valuable resources.

First and foremost, students should be referred to the Maricopa website to facilitate the beginning of the process. Students are given the location of the financial aid office for each campus and this begins the search. Additionally, students will be provided some general information about filling out FAFSA forms that ultimately determines the guidelines for student eligibility for grants and loans. Once that is accomplished, students can go the conventional route and identify which programs suit their needs as determined by FAFSA guidelines.

What if students can only partially pay for their education? Several Adjunct Faculty assign research based on student inquiry into financing their education by locating several state, local and community grants that may exist that go unused each year. Many church and community groups set aside money for students to pursue an education each year and these resources can be easily accessed online through a web search or by simply asking for a group's community affairs director. Each year, the Masonic Temple in each state sponsors a full scholarship covering tuition and books for a student attending full-time provided that he/she is nominated by a member in good standing. This scholarship has sadly gone unused since no one has applied in several years.

Perhaps some of the easiest resources to identify are through various departments at each Maricopa College as several departments award annual grants and scholarships for excellence in the field, financial need and community service. Adjunct Faculty should regularly check their email as these resources are awarded annually and distributed to the various faculty email lists to inform both faculty and students. Submission deadlines are provided as well as eligibility requirements for each award.

Financial Aid broadens the discussion into the ramifications of dropping a student from a course, and how this would affect the student's financial aid package. In numerous cases, if the student is dropped and the credit load dips below full-time, this can disqualify the student from financial aid. There is an appeals process in which students can in fact explain their circumstances and be reinstated if there

was an unforeseeable hardship such as a home foreclosure or family illness. It is important to offer contact to the student to see whether or not their financial aid status is affected, and if it is actually better to keep the student on the class list or drop them depending on the policy in the course syllabus.

This issue has raised concern amongst faculty as many students endanger their financial aid packages due to arduous circumstances and poor performance. Many of our students use stipends and aid from the military to attend college, and this is tied to performance and the attainment of credit loads each semester. Through prior experience, it is crucial to ensure that the student and instructor maintain contact, so that if any difficulties arise, they can be easily remedied to ensure program completion.

It should also be noted that in many cases, it may be better to give a student a grade rather than simply dropping them for low performance. Many loan programs require the completion of a full-time credit load without dropping courses to keep the financial aid package in place. This is especially crucial in the case of Pell grants although the program is slated for cuts and possible elimination when congress returns to its full session in late January.

Instructors should also be aware that there is an appeals process for which students can file in case of poor academic performance. A former student of mine was able to file an appeal which is still pending to keep a partial scholarship and other financial aid programs in place. Appeals can be granted at the discretion of the sponsoring financial institution for reasons such as medical issues, financial distress (loss of dwelling or increased educational expenses exceeding 50%) as well as other reasons such as death in the family.

One of the most disturbing and yet common reasons for student discontinuance is the lack of financial aid and resources to finish degree programs. Instructors should empower students to seek out financial aid counselors on campus to get the most accurate answers available. However, instructors need to facilitate student inquiry as well and do their own research by going to the FAFSA website as well as websites for the financial institutions that administer loans and grants.

Kevin O'Neill

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Experience

Teaches at South Mountain



How to Survive in a Collapsing Economy

Susan Azimi Thomas, Adjunct Faculty, Estrella Mountain College

Tips and tricks of how to survive in a recession

Ten (10) basic principles that I have started to live by and breathe in this recession and forever afterwards:

1. Always save first
2. Put away the credit cards
3. Pay down your debt
4. Don't buy if you don't need it
5. Look for cheaper substitutes/alternatives
6. Negotiate for everything
7. Be frugal, ditch the Starbucks coffee!
8. Say "NO" to your children
9. Drop monthly memberships.

Instead of fitness clubs, jog/run in your neighborhood, especially in Arizona.

This rule goes for everything you can do on your own!

10. Last but not the least, don't go on vacations. Save your money and pay down your credit cards first.

Three Key Questions BEFORE You Spend

Ask the three key questions before spending your cash. Only you know the answers to those questions:

- Do I need this?
- Can I afford this?
- Can I live without it?

Three Guidelines

As a practical way to think about money today and how to survive in this economy, I believe we should live by three guidelines:

1. Live within Our Means
2. Live with No Debt
3. Be Less Vulnerable to the Booms and Busts of the Economy.

Start today!

Of course I understand commitment to these guidelines and all the tips and tricks I've recommended isn't feasible for everyone and requires long-range planning. However, it's a good idea to start today!

Additionally, I highly recommend that everyone check the website for "Frugaldad.com" --- 75 Ways to Save Money Every Month.

Michele Kemp

Chandler-Gilbert Representative
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Degrees

B.A. Sociology & Communication
 M.Ed. Counseling & Human Relations

Experience

Taught at CGC for 6 years
 Employed with District (in other capacities) for 20 years (full-time at Rio for 14 years)
 Leader for District's Women's Leadership Group
 Rio HLC Team for 2012 accreditation
 SIS trainer
 College training facilitator

2011-2012 Goal(s)

- Meet more Adjunct Faculty face-to-face
- Develop CGC Advisory Committee

Phyllis Salsedo

Mesa College Representative
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Degrees

M.A. Education

Experience

Taught throughout the District since 1998

2011-2012 Goal(s)

- Get more involved at Mesa
- Partner with CTL representative

Join or Contribute
Adjunct Faculty Association
www.myafa.org



SHARING IDEAS: ENGAGING ACTIVITIES AND STRATEGIES FOR STUDENT SUCCESS

Classroom Management Tips

Pamela Reay, Adjunct Faculty, Phoenix College

Visualize a stark classroom set up for lecture rather than engagement, and many are a student focused on the lecturer. Girls sit with their eyes seemingly on their laps (they are actually texting under the table); young men sit glassy-eyed wearing tiny headphones; no one takes notes nor asks questions. It is the dark abyss of a classroom that most of us have all experienced at one time or another. Teachers should employ imagination to find creative solutions to such student ennui and to overcome the distractions students bring with them to the classroom. Here are some suggestions derived from my experience.

Some Tips for Getting Off On the Right Foot...

As in any human interaction, setting the stage is an important element in student/instructor engagement.

How do students address you? Whether an Adjunct Faculty with a master's degree or Residential Faculty with a doctorate - students who you do not know personally should address you as "professor." It sets the proper academic tone and establishes a current of pride and confidence...for the profession, the school and your students.

Start every class with an empowering syllabus.

Engagement is the key to classroom management, and engagement begins with developing a clear, unambiguous syllabus which is reviewed at the first class meeting.

Do not be too specific with all your syllabus requirements; students are creative and professors can never foresee every circumstance that may arise. Cover all the requirements of the learning institution and, as in any good contract, allow some "wiggle" room. For example, state that you may withdraw a student who misses three class sessions. Using "may," rather than shall or will, allows you discretion in dealing differently with students who have legitimate absence reasons but may or may not be able to pass the class because of the absences.

Move those desks. Our lecture-oriented classrooms do not facilitate discussion or rapport. Looking at the back of someone's head for an hour or so is a real turn-off for most humans. Place desks into groups for team work or in a circle for class-wide discussions. A moving team can be empowered to set up early and replace the original configuration if necessary.

Arrive early and have your set-up complete before time for class to start. Don't wander in 2 or 3 minutes after class start time, yet expect students to be timely. If class is scheduled to start at 8:30 am, it is best practice to start taking attendance at 8:30:01 am.

Tips for Online Classes

Larry E. Ellis, Adjunct Faculty, Rio Salado College

Teaching in an online class is quite different than teaching in a ground class. The difference is not so much what you do but how you do it. Without the advantage of non-verbal cues (NVC) that are so much a part of ground classroom communication, an instructor has to do double duty to compensate for the lack of validating cues. Here are some things that have helped me create a more comfortable and therefore more effective environment with online students.

Instructor biography: The opening connection that most students have with their instructor is through the biography. A formal biography about your schooling, committees, and writings all help to establish your credibility, but don't do much for making that communication link. There are many ways to do that. I use a humorous (hopefully) opening paragraph that I am told makes students stop in their tracks and re-read it to make sure it really says what they read. Even if they do not laugh (and about 40% do), they are not sure what might be coming next.

Reinforcement: In a ground class, the students watch the instructor for NVC and listen for verbal cues for reinforcement. You can do the same with online students. Present a compliment by saying "that was an interesting question" or one of my favorites "your comment made me stop and think about (the topic) from a different approach or perspective" or "Gee, I had not thought about (the topic) in that way". Follow with a clarification question that confirms your interest.

Holidays, Special Events: When we have a ground class or even in other types of groups, we usually do not forget a Happy Birthday or a Happy Easter. Online is no different. A quick one liner in most cases keeps the student link strong.

The Instructor is Human, Too: A personal event or a really quick story that you can share will help you create approachability. Be careful though, do not overdo this one.

The Sandwich Approach: When you have both good and bad news to deliver when grading a large assignment, provide the negative feedback sandwiched by two positive strokes. The positives do not have to be elaborate and should avoid being seen as "blowing smoke". Hey, Sam, you have improved your sentence structuring since our last test.

Can I Help? Many students use the class to improve themselves and are ready when the opportunity presents itself. Advising your students that you are open to questions that they may have about a personal event—an interview or writing a resume—will create learning moments.

Sometimes these ideas will not work. Experiment a little to see how students react. Most of the time, they will help.

Jeannie Berg

Glendale College Representative
gc.representative@myafa.org

Degrees

B.A. Speech Communication
 M.A. Mass Communication

Experience

Teaches at Glendale College
 Worked for the District for ten years
 Worked in the entertainment industry
 Management in worldwide marketing department at Warner Bros. Studios in Los Angeles
 Assistant Dean of Faculty at Western International University

2011-2012 Goal(s)

- Build a GC Adjunct Faculty team
- Promote Adjunct Faculty community of support

**Roxanne Beckstrom-Sternberg**

Paradise Valley College Representative
pvc.representative@myafa.org

Degrees

B.A. Human Development
 M.A. Education
 M.A. Elementary Education

Experience

Teaches at Paradise Valley and Gateway College
 Fellow of the 2011 Maricopa Summer Institute for Developmental Education

2011-2012 Goal(s)

- Representing PVCC at the District level
- Applying the best practices from Summer Institute to student success in developmental reading classes

**Classroom Management (Continued from Page 9)**

Pamela Reay, Adjunct Faculty, Phoenix College

Respect students. Do not grouch at students or take your frustrations out on them. It is not professional, and besides, they have a myriad of passive aggressive ways to get even.

Pattern your class. By conducting the same elements of your teaching in the same order each day, students know what to expect.

The routine reinforces your management of the class. Diverting from the usual routine can break monotony to make a memorable point. The patterns may reduce the number of redundant questions from students as well. Students will know they can expect an answer in a certain segment of your class.

Do not subject students to "death by PowerPoint."

Limit lectures to 10 or 15 minutes per class session or chunk longer lectures into sections interspersed with discussion or hands-on practice. Use modalities - movement, vivid colors, sound - in lectures and PowerPoints that engage all types of learners.

The younger our students, the more they live in a digital world. They engage with one another electronically and seem to be thriving socially, if not academically. Learn the basics of electronic communication as a bridge to the academic and social worlds. Engaged students twitter about Shakespeare and current events when motivated by a connected teacher.

Move around. Stand at the back of the class, the side of the room. Or better yet, have students lead discussions. Choose one topic per week, and assign one or two students the responsibility of guiding the discussion each week. Make the assignments part of the regular class schedule so that they may prepare in advance. Provide them with the learning objective, a start-up question/comment or two and follow-up questions and then just get out of their way. They will likely turn to you in the in the course of discussions for affirmation - a real indicator that you are on the right track. A good place to start is to have students take over the routine discussions of assigned readings.

Talk to other Faculty Ask fellow instructors and you will find many more ways to engage students, from attitudinal adjustments to shared workloads and lesson plans.

Join or Contribute
Adjunct Faculty Association
www.myafa.org