



Excellence in Teaching Meetings Arts and Humanities

1. How many years have you been teaching?
 2. How many years have you taught at ACC?
 3. How long has it been since you were in graduate school?
 4. How would you describe your relationship with your department chair?
-
5. What are your goals in relation to ACC?
 - a. To become the best teacher I can possibly be.
 - b. To grow as an instructor/Artist/writer
 - c. My goal at ACC is to provide a successful class for everyone involved. I would also like to help develop a strong reputation for my department.
 - d. To give the students an experience in learning that they will benefit from.
 - e. To improve my teaching and get paid.
 - f. I would like to continue to serve the community and international students to the best of my ability.
 - g. My goal is to continue to provide the same level of education and service to the College and my students until I am ready to retire.

What do you want from ACC?

- a. Adjuncts to be considered for FT positions.
- b. I want to continue to learn, share and teach at ACC.
- c. I would like to become a full time professor at ACC.
- d. I love this job.
- e. Teaching part time at ACC was great for me when I came back to Austin to finish my dissertation. It also has helped me learn about the community college world, in which I plan to remain. Soon, however, I will need to find a full time job, here or elsewhere. As I'm sure you know very well, there are problems with being an adjunct. Health insurance and retirement, most notably.
- f. I expect ACC to treat me fairly and with respect.

6. Why do you think that students rated you as an excellent instructor?
- Because students realize that I genuinely care about how well they do in my class because I explain things until students understand.
 - We had great course comradery/chemistry in the Fall. Tailoring instruction based on their abilities and experience. Having experienced students help teach inexperienced peers.
 - I treat students like individuals. I help them develop their ideas, and I do not discourage. I created a fun, equal opportunity, and relaxed classroom environment.
 - I believe I had a good relationship with that class. It was relaxed yet professional.
 - Because I'm involved and I care about them as individuals. My class is structured and organized in a way that there leaves little room for confusion. I supply the students the students with handouts and give detailed demonstrations and slides related to projects.
 - They feel that they are learning something.
 - I get to know them as well as I can so in the process they get to know me.
 - I'm honestly not sure. I think it helps that I'm pretty organized and follow the syllabus. I try to explain why I make the decisions that I do, especially if they're potentially unpopular. I tell bad jokes.
 - I believe that my students rated me as an excellent instructor because I motivate students to learn. There is a positive atmosphere in the classroom and I use a variety of teaching methods.
7. What do you think makes you an excellent instructor?
- I teach at the students' level. I love teaching. I am concerned about my students. I try to help all students not just the good ones. I am fair.
 - My goal is to show students what they already have – honing their voices. I always learn from them.
 - I am positive and passionate about my field. I also make an extra effort to assist students in achieving their goals.
 - I am very approachable, and I will do anything to make sure that students feel they are getting my best. I take time to make sure that I am prepared for every class and also try to grade and give feedback in a timely manner.
 - I'm not apathetic. The students can sometimes be, but I try to get them excited about their achievements and meeting their goals and deadlines.
 - Listening to students.
 - The relationship with the group/s (every group is different and has its special needs) and the individual relationship with each student - no student is ever left out, every student is monitored and addressed individually - always with care and respect. Students know their responsibilities and are graded in a fair way, and I always offer and remind them about help during my office and lab hours.
The standards are high, but my students are not alone. There are always people to help them: tutors at the lab, counselors, and of course I am the primary one to do it or coordinate it. They know that I care for what happens to them, and I am always available at ACC or at home via phone or E-mail. I always listen to them carefully and try to resolve their problems. When necessary, I send them to the counselor, explaining first who the counselor is

and what the purpose of their visit would be, why I am sending them there, and how they can benefit from the visit.

ESOL students are very sensitive and observant. They are undergoing the process of immigration and naturalization. They are struggling to survive and establish a new life for themselves in the new world. It puts enormous demands and pressures on them, both physically and psychologically. They know that I am aware of it, and I understand their needs and dreams, struggles and ambitions. They see my commitment and passion and care. They know I am “one of them “ and a “friend,” and they can “trust” me. They see that I love my job and I love them, and my mission is to help them through the difficult times.

My students notice that I never favor any groups or individual students. They are all equally important to me. They know I have a lot of long-term experience and use it to their benefit. I also introduce them to the lab and new technology, which makes them feel at ease with the new requirements of the learning environment.

I think that with me they feel comfortable, secure, and properly guided to benefit in the process of realizing their goals.

- h. Not sure I am. But organization is a strong point. Not that I’m always perfectly organized in class. But I follow the syllabus, and students generally know what to expect. Also, though I’m not a real bubbly sort of person, I like students and the subject I teach. I think that comes through.
 - i. In my opinion, I am an excellent instructor because I enjoy teaching and have an excellent knowledge of the subject matter. I also have the ability to relate to the students at their level of understanding and guide them towards ways to solve any learning difficulties they may be having.
8. How would you describe your purpose as an instructor at ACC?
- a. To enable students to become better learners. To help students achieve their goals.
 - b. Contributing to students’ appreciation and love of creativity. Helping students become strong critical thinkers. Arming them with some skills they can apply at work and for further study.
 - c. I am self motivated and I am proud when students succeed. At ACC I continue to develop my courses and make them as effective as possible.
 - d. I am a teacher of students that are learning English as a second language; however, I am very lucky because I get to learn about their languages and cultures at the same time. It is my job to make sure that those students get the very best education in our program so they may move out into other programs with confidence.
 - e. Educator, coach, advisor, mentor.
 - f. To help students help themselves by giving them basic intellectual skills (writing, reading, analysis) and perspectives (theories, concepts, etc.)
 - g. I convey as much about my course as I can.
 - h. To serve the community and, in my case, international students.
 - i. I try to help my students reach their objectives (whether learning the material for personal reasons, preparing for further study, or just getting through the class).
 - j. My purpose as an instructor at ACC is to provide the best education possible to my students.

9. What is your primary method of delivering instruction? Lecture? Discussion? Small Group?
- Small groups, pair-work
 - Discussion groups, some lecture, individual work. I try to accommodate various styles of learning.
 - I mostly teach using demonstrations, discussion, one on one and small groups.
 - I guess my primary method is lecture, I do a lot of discussion and small groups as well.
 - Demonstration, lecture, slides, discussion.
 - Try to combine all three every week – usually start with lecture and then shift to small group and discussion.
 - Open Discussion
 - It depends on the skill. Lecture (limited), dialog, discussion, revision, drill exercises, working in pairs or small groups, peer grading, lab work. The subject is really too broad and complex to cover in brief.
 - I teach a foreign language, so it's mostly grammar explanation by me followed by practice. I have students work in small groups sometimes, but probably not as often as many teachers. Conventional wisdom seems to hold that lots and lots of pair work is a good thing in language classes. I'm not so sure. Some students hate it.
 - My purpose as an instructor at ACC is to provide the best education possible to my students.
10. Do you use technology in the classroom? What kind? How dominant is technology as part of your instruction?
- Use powerpoint once in awhile
 - DVD, some internet discussion – I'd like to teach blogging as one aspect of a course. I keep in email contact as needed in each course, to send announcements, etc.
 - I use a digital projector throughout the semester. I also frequently refer students to the internet for resources.
 - I don't and that is due to my evening teaching schedule. I am unsure how to obtain equipment or even what is available.
 - Very little technology – only a slide projector. Mostly demonstrating use of materials.
 - PowerPoint presentations
 - I use a minimum of technology.
 - Yes. At SAC we get the best that can be offered at ACC. How wonderful it is to be privileged this way, and how “demanding” at the same time to be sure we use it as much as we should and in the right way. Depending on the skill I am teaching, I want to use technology more and more and on more advanced levels. Nowadays when the whole world is computerized, technological progress has to be reflected in the methods of teaching and in preparing students to use new technological innovations. I am dreaming about the day when labs will be introduced to our program as a part of our instructional time. Many of my students would love to work at the lab, yet their time is limited and they need proper guidance. I have experimented with half classroom and half lab activities in the past at RVS, working closely with the lab and at the lab later as an IA - and it works!

I use Blackboard for grades and distributing handouts (although I usually provide paper copies in class, as well). I am good about answering student emails, especially since, as an adjunct, I'm generally available to students outside office hours. Now that we have computers and projectors in the classroom, I'm going to try to use PowerPoint, at least to a limited degree.

- i. Audio CDs, videos and a companion website are utilized. Technology is not a dominant part of the instruction.
11. What is the relationship between student retention and your success as an instructor?
- a. I feel it is important to try to retain all students. If students feel they are learning a lot, they are less apt to drop the class.
 - b. In fall, the course chemistry was tremendous. Spring was more challenging. Accountability for assignments, activities and to one another helps.
 - c. Students attend and grow in my classes because it's fun, rewarding, and I help develop ideas instead of discourage them.
 - d. I think there is a strong connection between the two. If students do not enjoy attending class and do not feel they are learning from their instructors, then they will certainly be less likely to return.
 - e. I create an environment in the studio that is one of encouragement and patience. I repeat myself and I'm always happy to do so. Handouts that clearly state requirements and guide the student are provided. I have individual private discussions with the students if there seems to be a problem with learning and achieving their goals. If they are absent or tardy often; I inform them again how this will affect their grade. Some student may drop, but most stay.
 - f. Some students will always have to drop – after for reasons unrelated to the course. When students drop because of something about the course. I want it to be something about the material rather than the mechanics of the course, so I am successful when my flexibility is constructive and helps a student stick it out.
 - g. I stay connected with them even after the semester.
 - h. The percentage of students dropping my classes is very low. Students who drop do it for personal reasons, not for reasons connected with the material, books, methods of instruction, or the instructor.
 - i. I consider the percentage of students who elect to continue with me in higher level courses as an indicator of my success as an instructor.
12. Are there any ACC programs for students and counseling that you use or recommend?
- a. Counseling and tutoring
 - b. The active creative communities are wonderful. I'd like to be more familiar with the writing center. The media component of the library is great.
 - c. No
 - d. I recommend the tutoring lab. Again, I am at a disadvantage because of my limited time at ACC. I am still learning about all of the programs myself.
 - e. Students with disabilities
 - f. Philosophy tutor at ACC is needed. I would recommend if we had one.
 - g. I recommend trips abroad and the ESL club.
 - h. Counseling and office for students with disabilities.

- i. The learning labs. I tell students to find an exercise from class or the workbook and ask the tutors for help on that exercise. That seems to work better for them than going to the lab and saying “explain XXXX to me.”
 - j. I have recommended tutoring services to my students in the past.
13. What do you think of current students? What qualities do they have? Are they different from students in the past? What do you do that works well with today’s students?
- a. I admire the wide range of experiences/backgrounds students bring to class, along with their enthusiasm and creativity. I love how they help each other and foster that can do attitude.
 - b. Students communicate differently today. I try to tap into their strong points, knowledge and areas of expertise.
 - c. I think students are less respectful. Professors are not put on the pedestals we once put them on. A % of students didn’t understand why they have to come to class or be on time etc. I have strict attendance policy that I stick to. I believe that this stresses responsibility and shows their enthusiasm for the class. (by being there at least) I stress a disciplined work ethic even in the arts. Art requires a lot of discipline if you want to “make it” out in the world. So yes I expect hard work. The students usually respond very well to this. They want to do well and feel good about themselves. The ones that don’t may just want a free ride. (easy A)
 - d. Current students may have more of a customer relation to education meaning that they see education as a service they are buying. It makes them quality conscious but also unwilling to be talked down to.
 - e. They are as intelligent as ever.
 - f. They do not differ in their goals and ambitions. They do not differ in their commitment and hard work (with some high school exceptions) but they differ in the way they use modern technology and the way they “expect us to use it.” Books and whiteboards are becoming old-fashioned, and some traditional methods seem “boring.” Every or almost every student is now equipped with a computer, multifunctional cellular phone, and an electronic dictionary. I think introducing more modern technology -labs in particular - makes a tremendous difference in the way they perceive education. It looks wonderfully professional, modern, and gives “the thrill” the books cannot give anymore. For some students it may even seem natural ...(!)
 - g. I’m not sure at all that students have changed much over the years.
 - h. Students are younger than in the past and need more guidance. Students do not have study skills and have difficulty meeting deadlines. I hold students accountable for their own progress. Most are eager to learn.
14. What questions would you ask to discover what makes instruction excellent at ACC?
- a. How has your teaching changed since first becoming a teacher?
 - b. How do you address a variety of experience levels in the classroom?
 - c. Do you support college and community applications of the arts?
 - d. Give two examples of successful teaching you have had in the last year.
 - e. What is one thing that you do every year to create a positive environment in your class? Can you describe a typical class?

- f. Why do you teach? What made you want to teach?
 - g. Ask about some of their best and worst experiences teaching and what they learned from them.
 - h. How well do you relate to your students?
 - i. Can you identify yourself in any closer/peculiar way with the students you are teaching?
 - j. Are you aware of their peculiar situation and their needs?
 - k. Have you ever studied/ learned any foreign/second language?
 - l. Have you ever taught abroad?
 - m. What teaching methods are used?
 - n. How is the material presented?
15. What books, articles or other sources on excellent teaching would you recommend?
- a. Anything by: Janet Burroway & Peter Elbow; Wendy Bishop and Engaging Ideas by John Bean.
 - b. Re-thinking How Art is Taught
 - c. Teaching / Life experiences works best for me.
 - d. William E. Bull Spanish for Teachers and A Visual Grammar of Spanish
 - e. Blaz D. Foreign Language Teacher's Guide to Active Learning. Larchmont, NY: Eyon Education.
 - f. Schneider, P Developing Fluency with Pair Taping. JALTJournal, 15 (1), 5 5-62
16. What advice would you pass on to a teacher new to ACC?
- a. Listen to your students, understand their situations.
 - b. Take advantage of opportunities to get involved in the college and the community.
 - c. Be willing to tailor course content to varying abilities and student needs that may arise.
 - d. If something works well – an assignment, etc. – go with it, even if it goes beyond your time limit for the activity.
 - e. Don't be set in your ways. Analyze what works and restructure. Have fun students are interesting, fun and full of energy.
 - f. Be flexible and willing to get to know your students. Also take the time to make sure that you are prepared and ready for almost anything.
 - g. Create projects that the students will enjoy doing and stresses individual creativity and learning.
 - h. Every student has different needs and are at different levels concerning Art (ACC students are not all fine art majors)
 - i. Be patient and open minded.
 - j. Be very clear in what you expect from the students.
 - k. Be organized. The semester is stressful enough on some students, its up to the Professor to allow for completion of required projects, etc.
 - l. Listen to your students, but never forget that you are not their friend but are responsible for helping them learn.
 - m. Please stay as fresh and open as you can.
 - n. To work closely with teachers who have excellent evaluations because they must have a lot of knowledge and experience.

- o. Don't be condescending to your students. Students will forgive a lot of things, including the occasional angry moment. But they don't like to be talked down to.
- p. You will have some students who, because of academic, personal, or behavioral issues, try your patience. Do the best you can with them, without letting them walk all over you. But don't let them color your attitude toward ACC students in general. We have lots of bright, engaged students. Also, remember that many of your students have a far wider variety of life experiences (from being a single parent to running a business to fighting a war) than you probably do.
- q. Try to use your students' time (in and out of class) efficiently. Not that you necessarily have to be "on task" every minute in the classroom, but if your students could have learned more by spending the time in the library studying, there's a problem. Also, remember that ACC students aren't all living together in a dorm. Assignments that require students to work together on group projects outside of class can be a real hardship. They may be justified in some cases, but if you're assigning group projects just because you think they're "fun" or "interesting," you might reconsider.
- r. Use a student centered, communicative approach to teaching.