

A man in a light blue dress shirt and dark tie is holding a black folder. The background is a solid blue color. The text 'Adjunct Advocate' is overlaid on the top half of the image in yellow and white.

Adjunct Advocate

March/April 2006

The Holy Trinity:

Course,
Professional and
Teaching Portfolios

Letters to the editor

January/February 2006 Cover

To the Editor:

I LOVED the cover of the January/February 2006 issue! I only wish I could go to work similarly attired. Imagine how much money I could save on clothing? It might almost make teaching part-time affordable.

Jeff Greggson
New York, NY

Wonderful cover! Can I get his phone number please? Great issue! Keep up the good work.

Jessica Edmondson
Windsor, Ontario Canada

Who ever thought there could be a beefcake cover on the front of a magazine for part-time college faculty? Can we get back to teaching now?

Fred Vining
Minneapolis, MN

Distance Education

To the Editor:

I recently discovered the *Adjunct Advocate* magazine in the part-time faculty "office." The issue had been left on the desk that all 20 of us who teach in the department share. I was particularly interested to see that the entire issue was devoted to the theme of distance education. Frankly, the thought of being able to teach from home is extremely appealing—particularly so after visiting our "office." What I didn't see in the issue was any substantive discussion of the difficulties associated with distance education. Does teaching online take more preparation time, for instance? I would imagine so. Do students expect constant access to their professors via e-mail or chat? Again, I would imagine so. Touting distance education by devoting the contents of an entire issue is making a bold statement, I believe, that distance education courses are worth teaching. Before I made that decision, I would have liked a little more information about the subject. In future (and I intend to keep reading *Adjunct Advocate*), I hope the reporting do a better job of looking at the good, the bad and the ugly.

Dave DiLillo
St. Louis, MO

As always, *Adjunct Advocate* has done a terrific job presenting the options related to distance

education teaching. I teach both on campus and online, and I can count on the magazine to come up with something that I can make practical use of either when teaching face2face and/or online. Thanks.

Pamela J. Antile
Burlington, VT

New School Contract

A big thanks to Elizabeth Carter for pulling out her microscope and examining the New School contract. It's easy to read the newspapers or *The Chronicle of Higher Education* and conclude that the adjuncts there are getting something special. That's why there needs to be a magazine just for part-time faculty.

Name withheld
New York, NY



Adjunct Advocate

Here we go again. Is there anyone who writes or edits at *Adjunct Advocate* with experience negotiating union contracts? Better still, is there anyone who writes or edits the publication who is pro-union? I am sick to death of these pieces that tear down the good work done by union representatives on behalf of their part-time faculty colleagues. Elizabeth Carter obviously missed the point of the New School contract: It's a first contract. The faculty will negotiate up from this agreement. Anyone who doesn't realize this is either a fool or just looking for something negative to say about the hard-working union representatives who negotiated the agreement. Come on! Let's accentuate the positive for a change.

W. T. Davis
Brooklyn, NY

Send Us Your Letters

The *Adjunct Advocate* publishes letters from readers in each issue of the magazine. Letters should be no longer than 200 words, and long letters may be edited. Shorter letters are more likely to be published due to space considerations.

Mail letters to: Editor, *Adjunct Advocate*, P.O. Box 130117, Ann Arbor, MI 48113-0117.

Letters may be e-mailed to: letters@adjunctadvocate.com.

All letters should include the writer's name, address and phone number. Unsigned letters will be printed at the discretion of the publisher. Please indicate whether or not we may publish your name along with the contents of your letter.

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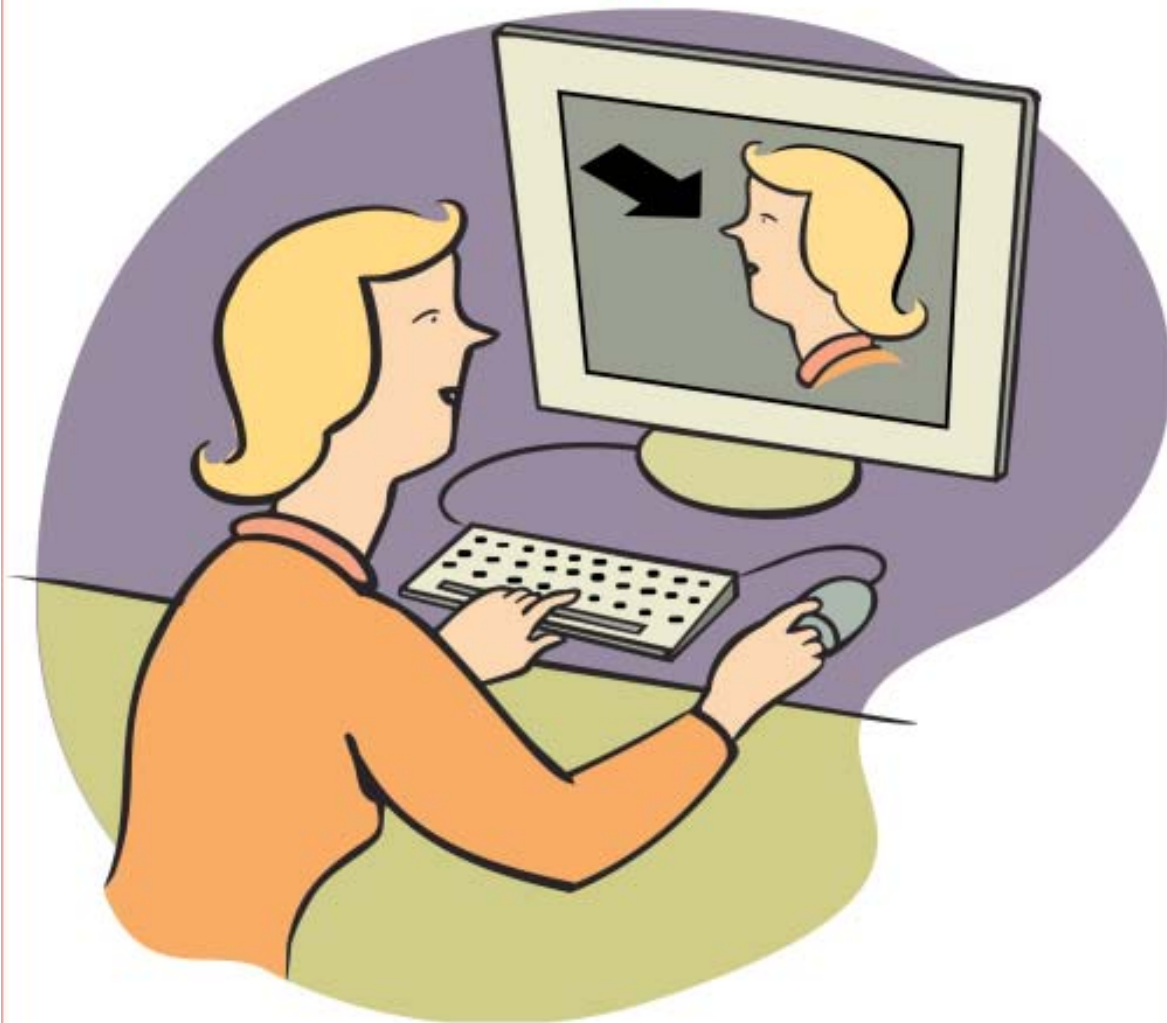
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From the Editor

It's time for part-timers to come out of the closet.

If it's December, I must be at the annual extravaganza the Modern Language Association diabolically schedules from the 27th to the 30th of that month. January? I'm at the American Historical Association's gathering. March Madness in my calendar has nothing to do with basketball, but rather includes a trip to the National Council of Teachers of English CCCC's conference. April in Paris? Not on your life. Instead, I'll be in Long Beach, California, at the conference of the American Association of Community Colleges.

I am writing this piece while in Philadelphia at the meeting of the American Historical Association. Perhaps some of you may feel as though I'm a heartless braggart. Travel as a part of the job? As my young sons would say, "Dude!!" However, I'm not writing this to torment those of you who last took a trip in 1982, shortly after finishing graduate school. However, over the past 12 months, I have attended the meetings of the Sociological, Psychological, English (two) and Historical associations.

At those events, I've met large numbers of part-time faculty. What is interesting, though, is that I often feel like a CIA operative. Many of the part-timers I meet at disciplinary conferences are under *deep* cover and totally closeted. At the American Historical Association conference, I interviewed numerous part-timers. Many of them, when asked, admitted their employment status was something they kept "under wraps," as one woman put it. I'm not so naïve as to ask why these people feel the need to be closeted.

Now, let me tell you about the National Council of Teachers of English conference, the CCCCs (four Cs). At that conference, awards are given to part-time faculty that cover the cost of the conference fees. The award recipients wear distinctive nametags festooned with a ribbon emblazoned with the name of the award. These, I can tell you, are worn proudly. To be sure, there are

part-timers who attend CCCCs, and who come over to our exhibit like spies coming in from the cold. However, at NCTE, it's clear Executive Director Kent Williamson and his staff are on to something. That something is the simple fact that part-time faculty have very profound professional needs (such as travel funds and conference-fee scholarships). If I could urge the hard-working people at all of the associations whose conferences I have visited to do one thing during 2006, this would be it: help the part-time faculty in your disciplines come out of the closet. Find mentors to help them answer your calls for papers. Set aside small sums each year from your budgets for conference-fee scholarships and travel grants.

In 2006, along with some of my colleagues in higher education publishing and marketing, I'm going to establish a \$25,000 fund to help part-time faculty attend their disciplinary conferences. These grants will help defray the cost of travel and conference entrance fees for part-time and non-tenure-track faculty throughout the United States. All people should feel as if they can come out of the closet, particularly when attending yearly family gatherings.—**P.D. Lesko**



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Going the Distance: A Handbook for Part-Time & Adjunct Faculty Who Teach Online by Evelyn Beck and Dr. Donald Greive. The Part-Time Press, 2005. Price: \$13.00. 96 pages. Paperback. ISBN: 0-940017-92-4

This is an unique resource to help adjuncts tackle the day-to-day challenges associated with teaching online courses. From technological preparation to course design to planning and virtual classroom techniques, this book offers model materials, practical suggestions and successful strategies. *Going the Distance: A Handbook for Part-Time & Adjunct Faculty Who Teach Online* provides adjuncts who teach in distance education programs with the contents of a first-rate teaching workshop for a fraction of the price. A wonderful companion text to *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults*.



A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults, Fifth Edition, by Donald Greive, Ed.D. The Part-Time Press, 2003, Fifth edition. Price \$16.00. 128 pages. Paperback. ISBN: 0-940017-28-8

This is more than just a teacher's manual! This little powerhouse helps adjuncts tackle the day-to-day problems associated with teaching part-time. From course planning to teaching adult students, this book offers practical suggestions, strategies and advice. With over 170,000 copies sold, *A Handbook* provides adjuncts with the contents of a first-rate teaching workshop for a fraction of the price. Order for orientations today.



Handbook II: Advanced Teaching Strategies for Adjunct and Part-Time Faculty, by Donald E. Greive, Editor. The Part-Time Press, 2002, Second edition. Price \$17.00. 153 pages. Paperback. ISBN: 0-940017-26-1

Higher education expert Donald Greive takes experienced and long-term adjunct faculty beyond his best selling *Handbook for Adjunct/Part-Time Faculty and Teachers of Adults* to *Handbook II: Advanced Teaching Strategies for Adjunct and Part-Time Faculty*. In this book, adjuncts and their managers offer their own insights into a variety of topics, like... The Syllabus and the Lesson Plan, 101 different strategies and tips to use the first week of class, Preparing for a Distance Education Assignment, What is Critical Thinking? Large class teaching tips, Testing and Grading. A wonderful companion text to *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults*.



Teaching Strategies & Techniques for Adjunct Faculty, Fourth Edition, by Dr. Donald Greive. The Part-Time Press, 2002. Price: \$9.95. 43 pages. Paperback. ISBN: 0-940017-30-X

In its 4th Edition! This is an intentionally brief and to the point book for busy part-time faculty. It is a quick and straightforward teaching reference full of tips, strategies and proven techniques that address teaching in the contemporary classroom. If you are new to adjunct teaching, returning to the profession or have been teaching for several years, *Teaching Strategies* will help make your teaching experience more productive and enjoyable. Economically priced for workshops and orientations.



Teaching and Learning in College--A Resource for Educators, Fourth Edition, edited by Gary Wheeler, Ed.D. Part-Time Press, 2002. Price: \$39.95. 231 pages. Paperback. ISBN: 0-940017-31-8

Higher education scholar Dr. Gary Wheeler of Miami University asked six leading educators to present what amounts to a master class in teaching aimed at graduate students and relatively new higher education faculty. Each contributor offers valuable insight into the state of teaching and learning. These are authors who can speak authoritatively on the subject of education, but who have taken the time to personalize the information. This book will help any educator come to terms with the day-to-day issues involved in becoming an effective teacher in today's diverse higher education environment. Great for TA training!



Managing Adjunct & Part-Time Faculty for the New Millenium, by Donald E. Greive & Catherine Worden, Editors. The Part-Time Press, 2000. Softcover \$24.95, Hardcover \$34.95. 286 pages. ISBN: Softcover 0-940017024-5/ Hardcover 0-940017-25-5

Faculty managers will experience increased challenges due to the continuing growth in numbers of adjunct and part-time faculty. In addition, the increase in activity of non-traditional educational delivery systems and entities will play a greater role in higher education. These factors will not only impact the training and utilization of adjunct faculty and their managers, they will also lead to such related issues as legal issues, ethical concerns and intellectual property rights. This book address these and related issues. The text, written by practitioners, offers the very best in proven management ideas and shares examples of successful and exemplary programs.

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Part-Time Faculty Jobs to Remain Secure During Accreditation Appeal at California Community College

On November 21, 2005, administration, students, and faculty at Compton Community College in Compton, California learned that the June, 2005 decision of the Western Association of Schools and Colleges (WASC) to pull CCC's accreditation had been upheld by the organization's Accrediting Commission. Compton officials filed a second appeal this past December.

The future of Compton's 89 part-time faculty hangs in the balance. Should these part-timers start stockpiling rice and potatoes and scrambling for new jobs while waiting for the axe to fall at CCC?

No, says a college spokesperson, who preferred not to be named, but whose remarks were confirmed by the college's Special Trustee, Dr. Charles Ratliff. Because the accreditation dispute is a "respectful disagreement" about issues that are unrelated to fiscal concerns, CCC has no plans to lay off part-time faculty. Rather, CCC will be "counting on them" to continue teaching throughout the appeal process. There is a possibility, in fact, that even more adjunct professors will be hired. As noted on CCC's website, the college will retain its accreditation during the appeal process.

Ratliff further confirmed that, as part of its appeal, CCC has submitted evidence that was previously submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC), as well as evidence of the college's fiscal stability. CCC's appeal is also based on an allegation of procedural error and bias. The timeline for this second appeal is uncertain. As explained in an FAQ published on the college's website at <http://www.compton.edu/>, once WASC receives CCC's appeal papers, it will conduct a hearing to review any evidence submitted by the college. A decision on accreditation will then be made, but WASC's Constitution does not set forth a specific deadline for the decision.

As for the long term, if the second appeal fails, CCC is considering taking the matter to court. Given the notorious slowness of the American judicial system, that could mean months, or even years, of limbo for the college—and, it appears, continued employment for the school's part-time faculty.

Walden University Requiring PH.D./Doctoral Enrollment for Most Online Teaching Positions

If you want to teach online at Walden, you'd best have a Ph.D. or be enrolled in a doctoral program. Unlike many online universities that only require a master's degree, the overwhelming majority of part-time faculty positions posted on the university's website require either a doctorate, or current enrollment in a doctoral program.

A recent review of the Careers section of Walden's website revealed only one position at the graduate level (in the university's School of Management) open to applicants with master's degrees. All other positions posted required either a Ph.D. or current enrollment in a Ph.D. program.

That Walden requires doctorates or enrollment in doctoral programs for its online graduate-level faculty was confirmed by Ana Sanchez, Director of Public Relations at Laureate Education, Walden's corporate parent. When asked whether Walden would discharge part-time faculty who hold only master's degrees but teach in positions requiring doctorates, Sanchez replied that she did not think Walden employed any faculty who fit that description.

In its sole undergraduate degree program, business, Walden does employ part-time faculty who hold only M.A.s, said Sanchez. However, graduate online faculty are expected to hold Ph.D.s, or be working their way toward them.

“It’s painfully clear—they don’t really care about process; all they want to do is stall this as long as they can,”—Kip Lornell

The National Labor Relations Board upheld the adjunct and part-time professors’ union in a unanimous decision Dec. 28. However, the University has now filed a petition to the U.S. Court of Appeals for D.C. for a review of the NLRB’s decision, prolonging again the recognition of a union.

“It’s painfully clear—they don’t really care about process; all they want to do is stall this as long as they can,” said Kip Lornell, an adjunct faculty member of the music department and unionization effort leader.

The NLRB first filed the complaint in July 2005 after GW failed to recognize the results of the October 2004 vote by part-time faculty. GW administrators continue to believe that the 341 to 331 favorable vote was faulty because it disenfranchised some potential voters.

University Hopes to Reverse NLRB Ruling on Part-Time Professors’ Union

The NLRB is a federal agency responsible for enforcing the National Labor Relations Act. In a case such as this, the board regulates elections of employees debating unionization. Tracy Schario, GW’s director of Media Relations, said she is optimistic the Court of Appeals will review the case.

Conflict arose after it was decided that two Law School adjuncts, who were hired by an outside firm to work at GW, were eligible to vote in the election. From that point, the University called for the inclusion of more indirectly hired faculty. The university has been calling for inclusion of 30 faculty members who did not vote in the initial election.

“If the university can’t constitute their list that they wanted to from the beginning, and they’re not capable of doing that, why should everyone else pay for their ineptitude?” Lornell said.

In its ruling, the NLRB explained that GW did not have solid ground to challenge the election. The decision said GW “does not offer to adduce at a hearing any newly discovered and previously unavailable evidence ... (and) has not raised any representation issue.” The ruling described GW’s arguments as “without merit.”

Lornell criticized the university for taking the decision to the Court of Appeals, arguing that the university is spending tuition money on litigation, not education. He said he is optimistic that the Court of Appeals would rule in favor of unionization, though the process could take months.

GW adjuncts are attempting to become the second unionized faculty in the country, after the feat was accomplished at New York University. The initial hope was that unionization would be an effective tool for salary and benefits issues. Lornell said adjuncts and part-time faculty teach the majority of classes but aren’t represented in the Faculty Senate, so the only way they can negotiate is as a union. He encouraged students to become active in support of the unionization effort.

In the past, the university has expressed opposition to unionization because it would prefer negotiating teaching contracts without a third party. The university also believes that unionization could create some restraints on class scheduling and professors’ workloads. Schario said that adjuncts and part-time professors represent a diverse group of interests.

“It’s not that we’re anti-union, it’s just that for this particular union of part-time faculty, a good number of them, a majority of them, have full-time jobs elsewhere,” Schario said.✍

DESK DRAWER



At Pace, Part-Time Contract Negotiations Continue—Slowly

The week of January 16th, 2006, Pace University and the Union of Adjunct Faculty at Pace (UAFP), represented by the New York State Union of Teachers (NYSUT), returned to the bargaining table for the 24th time since the fall of 2004 to resume a series of negotiations on the collective bargaining agreement the Union has proposed. The timeline of the bargaining reflects a slow but steady march toward consensus: In June, 2005, the Union completed its presentation to the university of a comprehensive set of proposals; the following October, the university presented its counterproposals; at the most recent round of bargaining in November, 2005 and January, 2006, the Union responded to the university's counterproposals. A great deal is at stake for Pace's part-time faculty: according to statistics on the university's website, 704 of Pace's 1130 faculty members, or 62 percent, are part-time. (Notably, more than a third of Pace's part-timers hold doctoral or terminal degrees.)

According to Eric Marshall, NYSUT Labor Relations Specialist and the Union's lead negotiator, the talks are proceeding productively and in good faith.

"The university has not expressed a strong aversion to the contract," he said. "I do believe we're going to have a contract that the adjuncts will be proud of."

The Union's original proposals (which may be viewed and downloaded at <http://organizepace.org/Proposals.htm>) include provisions for health insurance, parity pay, and seniority and grievance rights, all of which the university has resisted accepting. In a November 21, 2005 statement on Pace's website, Pace Human Resources Vice President, Yvonne Ramirez-Lesce, who has participated in negotiations on behalf of the university, called the health and wage proposals "unprecedented," and expressed concern that the Union's proposed seniority procedures would "undermine the University's ability to control the quality of our academic programs and the quality of instruction that we provide our students."

In an interview with the *Adjunct Advocate*, Marshall said he does not consider the Union's proposals on

wages and health insurance unprecedented. Marshall explained that the Union is seeking parity pay as defined by a formula that takes into account the hours that full-time faculty spend on research, committee work, and other administrative duties. As to the proposed health insurance benefits, Marshall said it "is certainly not unprecedented," but "[A]s proposed, it would certainly be a blue chip benefit." Marshall emphasized that the Union

is prepared to continue working with the University, and that, if negotiations are taking time, it's simply because of the large number of substantive issues yet to be discussed and resolved.

As to Ramirez-Lesce's statement that the Union's seniority-rights proposal would undermine quality control, Marshall said, "That's the corporate line....I don't believe it's true." Marshall pointed out that, even if the seniority provisions are implemented as proposed, they would not prevent the university from being able to review adjuncts regularly and dismiss those who perform poorly.

"Our view is there should be a value to the [adjunct's] experience at the school...and with the students."

In fact, the proposal for seniority rights as it appears on the Union's website does not appear to abridge significantly the university's ability to terminate underperforming adjuncts. It would merely prevent adjunct faculty from being "bumped" from class assignments if they have accumulated ten or more years of service; allow their class assignments to be based at least partially on years of service; and give adjuncts who create their own courses the seniority right to teach those courses.

When asked why he thinks the university is resisting some of the Union's proposals, such as those for wage and health insurance, UAFP President John Pawlowski observed that, at bottom, it's about money and what the university is willing to spend. Pawlowski, like Marshall, affirmed that the university appears to be negotiating in good faith, but forecasted that it could be at least three to four more months before negotiations reach a conclusion.✍

When asked why he thinks the university is resisting some of the Union's proposals, such as those for wage and health insurance, UAFP President John Pawlowski observed that, at bottom, it's about money and what the university is willing to spend.

Former Air Force Gen. Myers to Teach at K-State

Richard Myers has gone from Manhattan (the Kansas one) to the Pentagon and, now, back to campus again.

The recently retired Air Force general, who served as President Bush's chairman of the Joint Chiefs of Staff from shortly after 9-11 through the war in Iraq, has taken a part-time faculty job at Kansas State University.

K-State officials said his appointment as "foundation professor of military history and leadership" won't obligate him to teach in Manhattan. Instead, the university said he will be delivering guest lectures "identifying potential speakers and attending alumni and foundation events."

Myers will be paid \$100,000 a year—half by the university, half from its foundation—to come to campus three to four times a semester for visits of three to four days, said Charles Reagan, associate to K-State President Jon Wefald. Myers will report directly to Wefald.

A native of Merriam and a product of Shawnee Mission schools, Myers joined the Air Force through ROTC at K-State in 1965.

Record Payout for Part-Time Lecturer £25,000 Award in Landmark Ruling



A part-time lecturer has won record compensation after claiming she was paid less than her colleagues despite working more hours.

Susan Birch-Maxton was awarded £25,000 and given a full-time contract at Leeds Metropolitan University following a three-year legal battle.

Her union, NATFHE, said the award was a landmark case that could affect the wages of millions of other part-time workers.

"I sought a fair deal after reading about new laws to protect part-time employees," said Mrs. Birch-Maxton, from Harrogate.

"My employers seemed sympathetic but said the university simply could not afford fractional contracts.

"Most colleagues were sympathetic, though the phrase 'part-time' still conjures up 'pin-money' in the minds of some grey-suited men of a certain age. It has been three years of immense pressure, but I simply could not accept such a patently unfair situation.

"Litigation is not for the faint-hearted or those acting alone, but I had the support of my union NATFHE, for which I am immensely grateful.

"The money will pay off debts, but I hope this result will help the thousands of part-time staff in education who suffer similar discrimination. Now I just want to get on with my life and my career."

The settlement was made just before the final hearing of her employment tribunal.

NATFHE said it may have implications for the pay and conditions of millions of part-time workers in education, building, catering and hospitality. Union bosses have also said the settle-

ment was a breakthrough in efforts to win fair treatment for the 30,000 hourly paid lecturers.

Justice

"The case establishes that part-time lecturers are entitled to equal, pro-rata pay rates to full-time colleagues," said NATFHE general secretary Paul Mackney.

"The settlement shows that the employer saw the justice of the case and that the only equitable solution was to give Susan Birch a full-time job with a record amount of compensation for the difficulties she has suffered.

"This will bring confidence and hope to thousands of badly paid lecturers in further and higher education."

Mrs. Birch-Maxton, 52, has worked for Leeds Met for seven years as a lecturer in the teaching of English as a foreign language and as a teacher trainer.

For several years she taught more hours than colleagues who were employed on full-time contracts doing broadly similar work, yet earned as much as £10,000 a year less.

She is the first hourly paid UK teaching professional to successfully use the Part Time Workers (Less Favorable Treatment) Regulations 2000 to challenge an employer on the difference in treatment between part-time hourly paid and full-time staff.

A Leeds Met spokeswoman said: "While we would not normally comment on individual employment matters, we would wish to make the point that the tribunal did not reach a conclusion on the substance of the claim, and no decision was made that establishes a precedent or affects the position of part-time hourly paid staff generally within the University or elsewhere in the sector."

IN THE CLASSROOM



Using *Humor* In The College Classroom To Enhance Teaching *Effectiveness*

by Neelam Kher

Humor is a valuable teaching tool for establishing a classroom climate conducive to learning. This article identifies opportunities for incorporating humor in the college classroom, reviews the impact of humor on learning outcomes, and suggests guidelines for the appropriate use of humor. Of particular interest is humor in “dread courses” which students may avoid due to a lack of self-confidence, perceived difficulty of the material or a previous negative experience in a content area. Appropriate and timely humor in the college classroom can foster mutual openness and respect and contribute to overall teaching effectiveness.

As institutions of higher education engage in organizational soul searching, the teaching activities of the faculty are receiving increased attention. Scholars in the field of higher education underscore the importance of effective teaching, and facilitating student learning outcomes has become a primary concern of university faculty and administrators. Well-respected scholars such as Ernest Boyer, Alexander Astin, and Sylvia Grider have highlighted the need for instructional improvement in higher education in recent years. The focus on the student is a fundamental theme in instructional effectiveness (Kher, 1996).

The role of the teacher in producing student-centered learning has been the subject of considerable discussion. Pollio and Humphreys (1996) found effective teaching revolved around the connection established between the instructor and the student. The behavior of the teacher influences the quality of instruction and the learning environment that is created (Lowman, 1994). It is the faculty members who primarily determine the quality of the experience in the classroom (Cross, 1993). Duffy and Jones (1995) describe the professor, content and student as interactive and interdependent, each shaped by the characteristics and requirements of the other two. Lowman found the most common descriptor of effective college teachers was “enthusiastic,” and teachers are considered to be both performers and motivators. As Loomans and Kolberg (1993) remarked, enthusiasm and laughter are often infectious.

Teachers must be creative because of the critical role they play in creating an environment conducive to optimal student learning. Humor is often identified as a teaching technique for developing a positive learning environment (Ferguson & Campinha-Bacote, 1989; Hill,

1988; Schwarz, 1989; Warnock, 1989; Walter, 1990). When an instructor establishes a supportive social climate, students are more likely to be receptive to learning. Humor is a catalyst for classroom “magic,” when all the educational elements converge and teacher and student are both positive and excited about learning. Instructors can foster classroom “magic” through improved communication with students by possessing a playful attitude and a willingness to use appropriate humor (Duffy & Jones, 1995).

The purpose of this article is to identify opportunities for humor in the college classroom, discuss how humor affects learning outcomes, and present guidelines for the appropriate use of humor, particularly in “dread courses.” A “dread course” is one that students sometimes avoid due to a lack of self-confidence, perceived difficulty of the material, or a previous negative experience in a content area such as mathematics. According to Korobkin, (1988) humor can diminish this anxiety and reduce the threatening nature of the course by changing the tone of the instructional process. Research also suggests humor is helpful in teaching sensitive content areas such as Sexuality Education (Adams, 1974) and high anxiety courses such as Statistics, Research Design, and Tests and Measurements (Berk & Popham, 1995). By reducing anxiety, humor improves student receptiveness to alarming or difficult material, and ultimately has a positive affect on test performance (Bryant, Comisky, Crane, & Zillmann, 1980).

Opportunities to Incorporate Humor

Humor in the classroom can take many forms. In a classic study of humor in the college classroom, Bryant, Comisky, and Zillmann (1979) classified humor in lectures as jokes, riddles, puns, funny stories, humorous comments and other humorous items. Professors have discovered other creative ways to incorporate humor in classes such as cartoons, top ten lists, comic verse, and phony or bogus experiments (for a complete discussion of sources and forms of humor see Wandersee, 1982).

Humor may be interjected in various phases of the instructional process. For example, instructors could include a humorous twist to a syllabus by including a course prerequisite “must have watched 18 hours of Sesame Street” (Berk & Popham, 1995). They could use a top ten list to introduce themselves to the students, “top ten things you should know about your instructor” (Kher & Molstad,

1995). Humorous examples, test items or test instructions could reduce anxiety on intellectually demanding tasks (McMorris, Urbach, & Connor, 1985). Appendices A and B provide examples of how humor might be used by the instructor to help reduce student anxiety related to “dread courses.” Starting each class with humor helps students relax and creates a positive atmosphere. Humorous breaks during a lesson promote learning by allowing the brain a “breather” to process and integrate lesson material (Loomans & Kolberg, 1993).

Humor can serve a variety of purposes for the college instructor. For example, having students share their “goofiest moment in a classroom” can be used as an ice breaker or to reduce stress and facilitate creativity (Korobkin, 1988). It can be used as a powerful tool to put students at ease and make the overall learning process more enjoyable. This is accomplished when instructors integrate humor with content and use both planned and spontaneous humor.

Humor may also be used to communicate issues related to classroom management. Teachers can display the “instructor’s top ten peeves” to correct behavior in a humorous way, without unduly embarrassing any class members (see Appendix C). Humor has been used successfully to communicate implicit classroom rules, fostering greater understanding and rapport between the teacher and the students (Proctor, 1994). Walter (1990) noted that students who laugh reduce the need to act out and cause disturbances. Humor in the classroom is not the answer to all classroom management issues, but it is an excellent preventive measure and can often diffuse tense situations (Loomans & Kolberg, 1993).

The appropriate use of humor is a powerful tool to build a sense of community, promote creativity, and reduce conflict.

Linking Humor and Learning Outcomes

Considerable research has been conducted to identify the relationship between an instructor’s use of humor and learning outcomes. Humor is useful in facilitating attention and motivation (Bandes, 1988; Bryant et al., 1979; Wandersee, 1982) and comprehension (Gorham & Christophel, 1990). Kaplan and Pascoe (1977) found students were able to improve retention when instructors used humorous examples by linking learning to the use of mnemonic devices as shown in Appendix D. Jokes and anecdotes seem to provide a memorable context for student recall (Hill, 1988). McMorris et al. (1985) determined incorporating humor in test items reduced the negative effect of testing situations.

Students in a study by Bryant et al. (1980) tended to view male professors who used humor frequently as more appealing, better presenters and better teachers than those who did not use humor. The small number of women instructors in the study who frequently used humor received lower effectiveness ratings. Using a larger sample size, Gotham and Christophel (1990) did not find the use of humor to negatively influence the evaluations of female instructors. It has been shown that teachers who effectively use humor are able to convey course content more effectively (Downs, Javidi, & Nussbaum, 1988). Although researchers have not specifically identified “dread course” content in researching the impact of humor on learning, it is reasonable to expect similar results with these courses. Students perceive the barriers to learning to be inherent in “dread courses,” therefore, the effect of humor on learning may be even greater than in the average course.

Guidelines for Appropriate Use of Humor

Humor is most effective when it is appropriate to the situation and reflects the personality of the instructor (Edwards & Gibboney, 1992). The appropriate use of humor is a powerful

tool to build a sense of community, promote creativity, and reduce conflict. Judicious use of humor by the instructor sets people at ease and reduces the inherent inequity of the status relationship and the situation with the students (Korobkin, 1988). In contrast, inappropriate use of humor creates a hostile learning environment that quickly stifles communication and self-esteem (Loomans & Kolberg, 1993). When a college student is the target of ridicule, humor has a negative effect on the classroom climate (Edwards & Gibboney, 1992).

The power of humor is such that it must never be directed at an individual or a group; racial slurs or put-downs of a target group must be avoided (Snetsinger & Grabowski, 1993). The targeted students’ discomfort is magnified by the fact that leaving the situation is not usually a viable option and, thus, they become class scapegoats. An instructor must resist the temptation to refer to ethnicity, family, disability, appearance or any other identifier that a student might find offensive when couched in a humorous context (Harris, 1989). A joke that is at the expense of a group or individual may result in a variety of negative consequences in the classroom and can even turn students away from an entire field of study.

The manner in which humor is delivered also affects how it is received by students. Instructors delivering humor through insult or sarcasm may be defeating the purpose usually served by humor (Brown, 1995; Edwards & Gibboney, 1992). Humor that is sexually suggestive is best avoided unless it is directly associated with content such as sexuality education. If such humor is used, great care needs to be exercised in the way it is presented to the class.

Teachers are powerful role models and as such can use appropriate humor in the classroom to enhance a sense of community (Harris, 1989). Humor can be nurtured and integrated into the classroom so that it fosters a sense of openness and respect between students and teachers. When students feel safe, they can enjoy the learning process and each other. The thoughtful use of humor by instructors can contribute to teaching effectiveness.✍



P-Fac Passes Contract With Wide Approval

After six months of talks, Columbia's part-time faculty union, P-Fac, passed a new contract that includes modest pay raises, developmental funds and a change in workload in January.

The union, which represents 74 percent of Columbia's teaching faculty, approved the new contract after a vote on Jan. 11th.

From the 600 ballots mailed out in December, 186 came back. Of those who voted, 180 were in favor of the new contract.

Although the number of part-time faculty who voted made up only a fraction of the 1,018 part-time faculty members at Columbia, contract negotiators on both sides didn't see that as a problem.

"I think we have very good participation when we consider people's lives," said Pete Insley, a part-time instructor in the Science and Math Department and the membership chairman during negotiations.

Steven Kapelke, provost and vice president of Academic Affairs, agreed that the participation rate was high since a majority of part-time faculty members may hold full-time jobs outside of the school. Insley said other part-time members teach at various schools, which leaves a small percentage that may have time to take an interest in P-Fac.

Columbia president Warrick L. Carter called the contract signing a "momentous occasion."

Regarding the number of passing votes, Carter said that it was "clearly an indication of an agreement to the quality of the work that the two teams have done."

Those who were on the negotiating board were not surprised about the percentage of passing votes either.

"Everybody understood that we did our best on it," Insley said.

Despite haggling over the past few years, both sides are content with the contract.

"We feel collectively that it is a very good contract between the college and the part time faculty," Carter said.

Margaret Sullivan, chair of marketing communications and the chair representative during the negotiations said that the college took P-Fac's concerns seriously.

"Anything that was important to the part-time faculty was important to the administration," Sullivan said.

As usual, raises also came with the new contract, but this

year they were distributed differently.

"The salary increases were modest anyway, but the bulk of them went to the new teachers," Insley said.

According to Insley, a majority of the raises went to newer instructors to encourage them to continue teaching at Columbia.

While several aspects of the contract have changed, benefits, including health, have remained too expensive to be offered to part-time faculty.

Although they still do not receive benefits, part-time faculty can now access developmental funds. The funds, which come from a budget line in the provost's office, allow instructors to attend conferences and support their research, among other uses.

"We feel collectively that it is a very good contract between the college and the part time faculty,"—Warrick L. Carter, President, Columbia College

Both of the negotiating sides appreciated this change, including Insley, who said it was a "nice gesture."


In addition, part-time faculty can now reconfigure the number of classes they teach each year. Previously, they were restricted to nine credits per semester. However, now they are allowed to alter the number they teach each semester, so long as the classes stay within the 18 credits-per-year restriction.

This is coming on the heels of the full-time faculty readjusting their teaching load, causing the part-time faculty to teach a larger percentage of classes.

Kapelke said the school is hiring both full- and part-time faculty to meet the demand of Columbia's growing student body.

According to Kapelke, this benefits the departments, instructors and students.


"It's better for the students because if we can have an excellent teacher, this way he or she can teach an additional class," Kapelke said.✍



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Historians, make plans now for the 2006 OAH/NCPH Annual Meeting



Photo: JakeMcGaire.com

The Organization of American Historians and the National Council on Public History will hold a joint annual meeting at the Hilton Washington Hotel in Washington, D.C., April 19 to 22, 2006. The theme, *Our America/Nuestra América*, spotlights the many meanings of “America” for people living in North America and beyond.

HIGHLIGHTS INCLUDE:

Sessions (175 panels on research, public history, and teaching—from K-12 to the university) including: Women and Public History Work • Puerto Rican, Cuban, and Mexican Workers in the United States • Robert E. Lee and Ulysses S. Grant in American Memory • Imagining Africa during the Cold War • Public Historians, History Museums, and Professional Integrity • New Histories in Mexican American Education • The Creation of the Christian Right • Slavery and the Southern Frontier • Women and Civil Law in Early North America • Abraham Lincoln and Presidential War Powers • What is the America in Asian America? • Violence, Dissent and the Shaping of New World Slavery • Imagining Indigenous Identity • Historical Perspectives on Masculinity and Empire Building • Centennial of American Antiquities Act • Religion in the Colonial Caribbean • Designing and Teaching a New Course

Plenary Sessions: A Debate over U.S. Immigration Policy, with David Gutiérrez and Otis Graham • Marking 25 Years of AIDS • An Evening of Folk Music and History with Tom Paxton • Making the Smithsonian’s History Museums: Brent Glass, W. Richard West, Marc Pachter, and Lonnie Bunch

Special Guest: Sarah Vowell — best-selling author and contributor to public radio’s *This American Life* — will join a panel of historians to discuss “Meaningful Violence: Presidential Assassinations in American History, Memory, and Art.”

State of the Field Sessions (get-up-to-speed with overviews of a specific historical subfield’s major questions and themes): New Legal Histories • Women and Work • Teaching the U.S. Survey • Race, Ethnicity, and Museums • The New (American) Military History

And More: Be sure to visit the exhibit hall where over 100 publishers and vendors showcase their newest offerings. Other activities include film screenings, events at local historic sites, and tours in and around the Washington, D.C. metro area as well as historic Jamestown, Virginia.

For More Information, Visit:

www.oah.org



ORGANIZATION OF AMERICAN HISTORIANS

GOING THE DISTANCE



Essay Grading Software

by Evelyn Beck

As an English teacher who has devoted countless nights and weekends, not to mention my formerly keen eyesight, to grading student papers, I have met the news about essay-grading software with a mixture of joy and unease. Is it really possible, I wondered, that a computer might take over a chore that is often, admittedly, pure drudgery? Can a computer really evaluate a student's writing as carefully and helpfully as I do? And if that is possible, does it mean I'm expendable?

Several companies have developed essay-grading software. Their products include IntelliMetric by Vantage, Intelligent Essay Assessor by Pearson Knowledge Technologies, SAGrader from Qualrus, and Criterion from ETS.

What's exciting about these developments is how they give students immediate feedback on their writing, suggesting areas of strength and weakness. This can help a student who's stuck midway through an essay figure out how to push through to the end, it can direct a student on how to polish a rough draft, and it can also reinforce and support a teacher's analysis of a student's writing. This software could also work well in courses where the

For more information

Demonstrations of essay-grading software products are available at these websites:

Vantage Learning:

<http://www.vantagelearning.com>

Pearson Knowledge Technologies:

<http://www.knowledge-technologies.com>

SAGrader:

<http://sagrader.com>

Criterion:

<http://www.ets.org/criterion>

content of the writing is most important, for it offers a holistic look at each student's essay. For example, if you usually give objective tests, but have considered essay exams or your institution is encouraging writing across the curriculum, this software might be a good solution to the challenge of trying to manage this more demanding kind of assignment. It is also a very useful tool for a student preparing for a standardized test that includes a writing sample, such as the SAT, GRE, or AP. And from an institutional standpoint, these are great labor-saving devices for evaluating placement tests.

Most of these products, though, do not provide word-by-word, line-by-line, or even paragraph-by-paragraph analysis. Most do not suggest specific ideas for revision or development beyond noting overall kinds of omissions or weaknesses. And even though feedback might address the student by name, none of the software, understandably, is personal in the way that an instructor might be. Can you imagine a computer telling a student, "I laughed until my side hurt when I read about your vacation disaster" or "I am so proud of the way your writing has developed this semester?"

The ways that essays are evaluated differ by company. Pearson's Intelligent Essay Assessor offers scores ranging from 0 (inadequate) to 5 (excellent) in four categories: overall, content, style, and mechanics. Vantage provides feedback in the form of a paragraph that briefly evaluates content, organization, language, and mechanics, along with a score ranging from 1 to 6. For example, a sample essay scored 4 re-

ceived this comment: "An adequate essay with an organizational pattern that is evident and shows reasonable development of ideas. Word choice is adequate. The writer shows an adequate command of the language, with some errors in usage and/or mechanics." Qualrus' SAGrader scores essays from 1 to 20, focusing exclusively on content, specifically the identification and explanation of key terms related to a topic, such as criminal theories of deviance.

From my perspective, the most impressive essay-grading software is Criterion from ETS. Like the other products, this one awards each submitted essay a holistic score, in this case ranging from 1 to 6. What it offers that the others don't is detailed feedback on a student's essay, including pointing out individual errors. It also keeps a running tally of the number of papers in which certain kinds of errors occurred—something that I would find particularly helpful as an English instructor working to help students identify areas they need to work on. Unfortunately, to take full advantage of these tools, instructors must assign a topic already built into the software. It's possible to create your own prompt, though the student will not receive a holistic score when writing in response to an instructor's original topic.

After viewing the free demos of these products, I'm excited about the extra help available to students in improving their writing. (Of course, this help comes at a cost to the institution.) I'm also, frankly, relieved that these tools are only teacher's helpers and not a substitute for the real thing, which so far is irreplaceable.✍

From my perspective, the most impressive essay-grading software is Criterion from ETS...[it] awards each submitted essay a holistic score, in this case ranging from 1 to 6...[and gives] detailed feedback on a student's essay, including pointing out individual errors.

ANALYSIS



Ruminations on Academic Freedom, Professorial Rant, and the Sublime Virtue of *Putting a Sock in It*

by Elizabeth J. Carter

Compare and contrast the following scenes from the *Chicago Tribune* and CNN.com:

March 26, 2003, in the rotunda of Low Library at Columbia University: professors have gathered at an anti-war teach-in to protest U.S. military involvement in Iraq. At some point during the 6-hour event, full-time assistant professor of anthropology, Nicholas DeGenova, reportedly tells those present that the American flag symbolizes imperialism, and that he would like to see "a million more Mogadishus"—a reference to the 1993 deaths of more than a dozen U.S. soldiers during a peacekeeping mission in Somalia. Columbia's president, Lee C. Bollinger, immediately issues a press release condemning DeGenova's comments but also defending his right to free speech. Despite calls for DeGenova's termination, the university retains him as a member of its full-time faculty.

September 15, 2004, at the Loop campus of DePaul University in Chicago: part-time adjunct professor Thomas Klocek is on his way to get a cup of coffee. Passing through the site of a student-activity fair, he sees a booth for an organization called Students for Justice in Palestine. He stops, reviews a piece of the group's literature, and queries: "Don't you know there's a Christian perspective too?" After some discussion of his views, Klocek allegedly puts his thumb to his chin and pushes it forward—a gesture the students find offensive. They complain to Klocek's dean, who suspends him with pay for the semester.

The above-described incidents illustrate a very real problem in academe: the disparate rights of full- and part-time faculty to speak their minds, both in class and out. Many argue (and I agree with them) that part-time faculty should enjoy the same protections against arbitrary and retaliatory dismissal as their full-time colleagues. Lost in the debate over academic freedom, though, is the simple question: Do we really need to hear all this unfettered commentary, much of it bordering on Professorial Rant? Certainly, professors, whether full- or part-time, should have the right to speak freely about politics and culture and society and just about whatever they want. *But does this mean they ought to?* Aren't there times when they—when all of us—should just recognize our self-important blather for what it is, and put a sock in it? As exasperated parents of small children are often forced to say: "Enough, already!"

To be sure, professors have always indulged themselves in public pronouncements on everything from politics and literature to the demerits of the two-button suit. Recall, for example, Harvard President Larry Summers's January, 2005 remarks on the ostensibly innate differences between men's and women's mathematical and scientific abilities. Cer-

tainly, a love of speaking one's mind is intrinsic to many academics (who are, after all, smart and therefore likely to be opinionated), as is the exercise of power. The difference today, though, is that professors seem to be doing mouthing off with more and more zeal and less regard for the consequences.

By consequences, I don't mean professional. Rather, I mean social. You know, manners. Chewing with your mouth closed and not telling your students their political opinions are ugly and taking a moment to consider that what you say and do might affect other people, to understand the need to balance the benefit of airing your thoughts, however worthwhile they might be, against your motivation for doing so and the potential harm to students. The irony about political correctness has always been its enforcement of a courtesy that is characterized by euphemism—something that, to intelligent people,

is profoundly insulting. But wouldn't political correctness be unnecessary if people were willing to filter their own speech once in a while, to understand when they're about to cross the line separating true intellectual discourse from self-serving pontification and then, yes, put a sock in it?

Although tenured faculty enjoy a level of job security and due process that most part-time faculty can only imagine, and although this inequality is by most reasonable lights lamentable, the interesting aspect of the above stories reported in the media, particularly over the last several months, is that they involve both part- and full-time faculty. In fact, it appears—at least from the anecdotal evidence that can be gathered from the pages of our nation's newspapers, blogs, websites, and myriad repositories of bizarre and often repulsive information—that adjuncts are speaking out almost as often and enthusiastically as their tenured colleagues. In a way, this is heartening. It confirms my suspicion that adjuncts are more courageous, more iconoclastic, and more braced by the essential urge to inform. (They have to be, given how much more easily they can be fired.) In another way, though, it's not heartening at all, because it also suggests that an increasing number of faculty suffer from a frightening inability to ask the frank but very necessary question: Do my students *need* to hear what I have to say? Does the world? Does anyone?

What exactly happens to students, anyway, when they find themselves confronted by Professorial Rant about the World Trade Center attacks and the war in Iraq and girls who can't do math? The prevailing wisdom is that the harm of irrational and offen-



Wouldn't political correctness be unnecessary if people were willing to filter their own speech once in a while, to understand when they're about to cross the line separating true intellectual discourse from self-serving pontification and then, yes, put a sock in it?

in the back row or maybe just decide Instant Messaging friends is a better use of their class time. And who can blame them?

This is the very quandary, in fact, that appears to have prompted political conservatives around the country to begin pushing onto their state governments various versions of a misguided piece of legislation known as the Academic Bill of Rights. The bill, which is supposed to reverse the ostensible scourge of liberal-democratic indoctrination on the impressionable Bambis of our nation's campuses by mandating a more "balanced" treatment of academic subjects, might just be another form of political correctness. Certainly, our universities need a balanced representation of thought. But is this the way to achieve it? Would there even be an arguable need for political correctness and an Academic Bill of Rights if professors (and students) could simply recognize when their free speech has become more ill-mannered than stimulating? Maybe what we need is what Emily Post long ago recommended: good manners, otherwise defined as sensitivity to the feelings of others.

In the final analysis, perhaps the most disturbing part of the stories of Professors De Genova and Klocek is not that DeGenova kept his job and Klocek lost his. It's that neither professor, in his overweening zeal to express himself, bothered to consider that it might have been better just to teach his classes and leave the social commentary for a Letter to the Editor or the pub buddies. After all, a nation of students awaits an education—not in how to rant, but how to think.

Enough, already! 🦧

sive speech may be successfully countered by rational and temperate speech. ("To courageous, self-reliant men...no danger flowing from speech can be deemed clear and present, unless the incidence of the evil apprehended is so imminent that it may befall before there is opportunity for full discussion. If there be time to expose through discussion the falsehood and fallacies...the remedy to be applied is more speech, not enforced silence." (Justice Louis Brandeis, *Whitney v. California*, 274 U.S. 357, 375-378 (1927)).

In the classroom, however, where professors wield the bulk of the available power, is the "more speech" remedy really tenable? If students don't agree with professors, they often don't feel free to say so. Students, after all, want good grades, recommendations for graduate school and respect. So when they start to hear the shrill sounds of Professorial Rant, they stay quiet, hide

Academic Bloggers on . . . **Grade Inflation**

On the AdjunctNation.com Website, we asked users to tell us whether they had ever inflated



grades to get more positive student evaluations. Almost 20 percent of the 400+ faculty who responded admitted that they had, in fact, inflated grades. This comes as no shock, of course, considering how much has been written about grade inflation during the past few years. From the *Boston Globe* to the *New York Times*, college faculty have been flogged in print for doling out As like John D. Rockefeller flipping Mercury head dimes to kids dur-

ing the Great Depression.

Theories about grade inflation range from those who posit that American culture has become overly concerned with the needs of the "consumer," to psychotheories that point to a culture more concerned with instilling a strong sense of self-worth in today's college-aged adults rather than a strong work ethic. Added to this mix, of course, is research that examines correlations between the increased use of temporary faculty and the rise of the Big Easy A. People whose jobs depend on strong student evals., researchers hypothesize, routinely trade As and Bs for high marks on end-of-semester evaluations.

We went online and checked out what students, faculty and administrators had to say about the subject in their Weblogs (blogs). Want to read more? Better yet, if you want to comment on a blog or respond to the writer, follow the links given and visit the individual blogs.

From Cultivating Minds:

<http://www.cultivating.us/?p=183>

Thoughts on Grade Inflation

Why can't a classroom of capable students all receive an "A" if they are all sufficiently talented and given the proper tools, resources, and guidelines to succeed. If a grade is not normative, i.e., not referenced against peers but against a set of expectations, as educators should be doing, is it grade inflation if all the students are meeting these expectations?

From Left2Right:

<http://left2right.typepad.com/main/2006/02/accountability.html>

Accountability in Higher Education (II)

One cause of grade inflation is the reliance of administrators on "consumer satisfaction" measures to evaluate teaching. Courses that get high scores from students on exit surveys are assumed to have been well taught, and faculty are regularly held to the standard that falling below the average or median score counts as a failure: instructors must be above average in order to be considered any good at all. Faculty cannot help believing that giving their students lower grades during the semester will result in their getting worse evaluations from the students in the end. And there is some evi-

was a nice person, and I don't want to hurt her employment chances just because *I* happened to think she sucked.") And how do you write that your professors sucked? "She sucks" just makes *you* sound stupid. They might not be the best discussion leaders or the nicest people, but then I think, "Well, they're still new at it, and they seem to have potential" or "Well, I don't like nice people in real life anyway." So unless they have personally offended me in some way, I really can't think of valid complaints even if I didn't particularly love them. I wonder if professors feel this way about me when they inflate my grades. This is not to say I don't want to howl in protest when I find out that I'm not going to get an A in one of my classes and it will bring down my GPA and ultimately spoil my future and shorten my life expectancy. But that is only because I have been horribly spoiled by grade inflation.

From the Ludwig von Mises Institute:

<http://blog.mises.org/archives/004665.asp>

The Uses and Abuses of Math

Ever since his State of the Union speech, President Bush has been pushing increased government funding to improve science education, with better mathematics preparation as its foundation. While his claims that there is a shortage of workers in those fields and that more government is necessary to fix the problem are hardly convincing, the long line of international comparisons that have found Americans' mathematics mastery woefully inadequate would seem to establish our general innumeracy as a fact.

However, less clear than our innumeracy is whether we really want to overcome it. The fact that we frequently use mathematics to intentionally fool ourselves and others argues against that conclusion. When we systematically abuse numbers to dis-

tort reality, it is no surprise that we handle mathematics poorly.

One of today's most obvious misleading number games is grade inflation.

Teachers have accommodated student desires for higher grades to the point that the median GPA of graduating seniors has risen about a full grade point since it was about 2.2 in 1965. At some elite schools almost everyone gets As and Bs today, and who is valedictorian has become how many 4.0 students will share that title.

High schools have gone even further, making it possible to

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dence that they are right.

From The Blog Diggity:

<http://foureyedgremlin.blogspot.com/2005/11/square-one.html>

Square One

I find it difficult to fill out the "professor's weaknesses" part of course evaluations ever since I found out that those evaluations affect tenure decisions and stuff. (Unless the professor taught my GOD AWFUL history of childhood class last year, but even then, when it comes down to it, I'm like, "Well, she



get better than a 4.0. Many make advanced placement or community college courses worth an extra grade point. These and other policies (e.g., state-wide comparisons crafted to show that, as in Lake Wobegone, all children are above

normal) have, however, thrown away much of the useful information grades once contained.

From the College Academic Administrator:

http://collegeacademicadministrator.blogspot.com/2006/01/whose-academic-integrity_113847430036221024.html

Whose Academic Integrity?

Much has been made about academic integrity among college students. Cheating, plagiarism, copying information straight from a webpage into an essay, or buying an essay on the web are things we hear about all the time, right? But what about the academic integrity of the higher education institutions? Most academic administrators would acknowledge that grade inflation is a universal problem in higher education, and yet I'm not sure I see much being done about a problem we administrators readily admit exists to a large degree. Or what about the efforts, or lack thereof, we put into improving academic integrity at our institutions by trying to improve the quality of teaching? The academy mints Ph.D.s and many of these people become teachers of their discipline. Whereas K-12 attempts to train people to teach, we employ newly-minted Ph.D. types who may have never taught anyone to do anything, ever. And our efforts to assess their teaching abilities and to attach appropriate professional development activities to these people, and to reward those who become the most effective teachers, are sparse, even at so-called "teaching institutions" that do not place much importance on research. And so we employ these people to impart upon others their subject matter expertise, but don't entirely arm them with the tools to do this well. If you doubt this premise, go find out how much money your institution has earmarked for pedagogical training, of any kind, of your faculty.

From Economics Colony:

<http://economicolony.blogspot.com/2006/01/grade-inflation-academic-standards-and.html>

Grade Inflation, Academic Standards, and

Adjuncts

Undergraduate institutions often worry about grade inflation (I suppose K-12 schools ought to worry about grade inflation but they don't!)—not that they do much about it. But here's a thought. Think of maintaining academic standards (no grade inflation) in the context of a prisoner's dilemma game. Individual faculty members have an incentive to inflate their student evaluations by giving out high grades (cheat on the agreed upon academic standard). In a one shot game everyone will cheat. But in a repeated game there may be some incentive to cooperate and maintain the academic standard. Now, as more adjunct professors are hired the chances that the game is repeated is reduced and therefore the incentive to cheat on the academic standards rise. So how do we ensure that the game is repeated—tenure and the tenure process may be one answer. Are college presidents listening (here's a safe bet—NOT!)

From Delectatus:

<http://delectatus.livejournal.com/7612.html>

State of the Educated

A lot of people don't know this, but many college professors are loathe to fail students or give them poor grades. Grade inflation is a well-documented phenomenon. I have a feeling this might explain poor performance among graduates. I know I received some As I didn't feel I truly earned. My personal standards were higher than most professors.

From Cincinnati's:

<http://whyweleft.blogspot.com/2006/01/twenty-years-teacher.html>

Twenty Years a Teacher

But anyone who fails to see that American education is, and has been since the 1960s, in dramatic and dangerous decline remains, to use a favorite term of the education establishment, "in denial." Grade inflation, eroding standards, manipulated statistics, idealistic dogma, and a celebration of mediocrity have all coalesced over the last four decades. The effects of such portend a disastrous future for America's role in the world. But perhaps that's the ultimate aim of America's anointed and predominantly liberal educational establishment ... to jettison the world leadership role assumed by the United States? Perhaps Somalia could take our place?

To save our children, who are the future of this country, courageous changes must immediately be undertaken. Colleges that offer insipid drivel instead of academic substance for future teachers must be dismantled. Labor unions that work to erode quality and enshrine ineptitude must be broken. And parents must assume their responsibilities, allowing schools and teachers to fo-

cus on the basics and not the inculcation of ideological agendas.

From eng comp blog:

<http://friess.blogspot.com/2005/11/worried-about-grade-inflation.html>

Worried About Grade Inflation

Even though it would make life easier for me, I would prefer if professors were not so easy with grading. By grading easier, professors will not properly prepare me to enter into a career. I want to be able to be successful in my career and to have the skills and ambition to work hard at my job. I'm sure employers would also like to have that information to help them choose employees.

From the JogAmericaBlog:

<http://jogamericablog.blogspot.com/2006/01/grade-inflation.html>

Grade Inflation

Well, it's semi-official. The default grade at the University of Prince Edward Island—at least in one course—is a B-. Not a C. Not a D. Not—Heaven Forbid!—an F. If you fail to show up to David Weale's History of Christianity course, you get a B-. I am only heartened by the fact that the University actually put their collective foot down and said, "No." I think the most frustrating thing to me is how open about it he is. He doesn't seem to see anything wrong with it. He has totally given in to the myth that the purpose of higher education is certification, not actual learning. "Happens all the time," he says. "I'm just up front with it." If I ever get to the point where I'm satisfied that students in my class are getting decent grades without learning anything, somebody just shoot me.

From David W. Boles' Urban Semiotic:

<http://urbansemiotic.com/2005/08/21/why-adjuncts-matter/>

Why Adjuncts Matter

At many universities the hammers brought in to bring grade inflation under control are adjuncts.

Adjuncts are fleeting.

Adjuncts — against their wishes and by design — have no stake in the long term viability of a university.

Adjuncts are expendable.

I have been a university adjunct for a decade.

Adjuncts teach because they enjoy the interaction with students.

Adjuncts are not there for the money.

Many adjuncts make less than \$2,000 per course.

Adjuncts generally care more about their students day-to-day than the regular teaching staff who must also worry about service and publi-

cation in addition to teaching if they want to stay long term.

Those who already have tenure rarely see a class with undergraduates.

I advise my better students to seek out the contract teachers and adjuncts because they teach for the love of the event and not for the want of money or station and while the classes may be harder and the expectations set higher, the reward, in the end, will be a better long-term ability to retain the information and their grades will be hard-won and have deeper meaning beyond the student loan debt load.

From orangenish:

<http://orangenish.livejournal.com/69201.html>

Grades

Oh, the joy of grades. I've just looked mine up on Butler's website. They've actually been up for quite a while, I believe, but I actually forgot about them until tonight, and then I still forgot about them until later this night. I had horrible butterflies in my stomach while I waited for the computer to turn on and the Internet to load and then the webpage wasn't working correctly and then I had to click on a bunch of links and watch the phrase "processing ..." flash on the screen. But I finally got my grades. Shit.

I should say that I did not do as badly as I could have. I was a bit terrified I'd flunked out of Butler. But surely there would have been a phone call, an e-mail if I had. So I wasn't completely worried. But still. I was worried about Spanish. My two other BU Spanish professors both gave me bullshit, made-up grades. Complete grade inflation. Maybe not with my first semester prof, but probably most definitely with my second semester prof. AB+ in Spanish? Maybe looking like you're going to throw up while delivering your oral final in front of the class and actually getting so nervous you cannot speak, much less make a sound, is the ticket to a good grade. So I was both praying for another fake Spanish grade and realizing [sic] that the free ride has to end sometime, and this professor didn't seem like he'd bullshit around with grades. And yet he still did, at least a little. I think my good fortune has come to me because, while I may not attend every class, I am not disruptive. I am not an asshole. I sit there quietly and take notes, sometimes really great, stupendous [sic] notes. I don't talk during class and my cell phone is always turned off, not even on silent or vibrate, because I dread it ringing accidentally [sic] during class. I put effort into my projects, or at least know how to throw them together at three a.m. I show up for tests and projects, and (this is part is exclusive to Spanish class) I put a piece of tape marked "bigote" (mustache) on my left index finger, hold it above my lip, flirt with my faux-fiancee, and act in a jewelry store commercial.

So the grade I got in Spanish was actually okay, even if on another level, it's actually not okay.✍

PROFILE



Kenneth Venit

by Lindsay Khouri

Ken Venit: Teaching From Anything but the Book

Not many students can say that their professor has wrestled an eight-foot bear, eaten dog food and horse meat, and jumped off a truck into the snow to show how deep it was. Students who have had Adjunct Associate Professor Kenneth Venit can say their professor has done those things and much more.

Venit also teaches as an adjunct at Southern Connecticut State University and Albertus Magnus College. He conducts media training sessions at Quinnipiac. He is the editor of the monthly, *States Most Wanted* newspaper, and for the second time is the president of the Connecticut Chapter of the Society of Professional Journalists.

The lessons Venit teaches are not exactly “by the book.”

“It’s reality education, not theory,” Venit said. “I’ll teach you what’s wrong with the Associated Press style of writing while I’m teaching the lesson on it.”

He believes in telling students how it is, and preparing them for the field they are going into.

“They’ve got to be thick-skinned,” he said.

Venit said his favorite thing about teaching is “mentoring, and what I’m able to do

once the students trust me.”

He gains the trust of his students early on by letting them know on the very first day of class their grade is his grade. He believes that if a student is doing poorly in the class “it’s a failure to communicate.”

A good way for the students to gain knowledge, according to Venit, is his ever popular, “Lightning Round.” Venit goes around the room at the end of each class and asks all the students to share what they learned that day, or something they found interesting or impossible to understand.

“Students know it’s coming after a few classes,” Venit said. “They catch me looking at the clock to check the time, making sure there’s just enough time for the Lightning Round.”

The most important topic taught, according to Venit, is ethics.

“It’s not just being honest. It’s about doing whatever is the right thing to do, even if it can send you to jail,” he said.

He believes in doing anything for a story, which is why he wrestled an eight-foot bear and “lost in 56 seconds. It’s all for

news,” Venit said.

Venit teaches his students another one of his most important lessons of reality by showing them a video about a man named Budd Dwyer, who was about to face sentencing for a bribery charge. During the news conference Dwyer committed suicide on camera by shooting himself in the mouth.

“The reason this video is shown is because it’s reality. For some, this is the first time they have seen this kind of thing, but this happens,” Venit said.

Venit tells his students that Dwyer began to gain support for his innocence and this was his way of proving it.

Although he’s done a lot in his 40 years in the broadcasting teaching profession, Venit says the introduction to journalism course is his favorite. He likes being able to teach the basics in hopes that his students will fall in love with journalism, just as he did.✍

Originally appeared in: Quinnipiac Chronicle, (the independent student newspaper at Quinnipiac University, Connecticut) December 7, 2005, by Lindsay Khouri.

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For more information, visit <http://www.ncte.org/profdev/conw/cccc>

PAGES



Parenting & Professing: Balancing Family Work with an Academic Career

Edited by Rachel Hile Bassett, Vanderbilt University
Press in Nashville, 2005.

reviewed by Silvia Foti

Drawn to this book like a hungry baby to a pillow-soft mammary, I found myself unable to latch on to its central message—that mothers teaching full-time in the college classroom are scarce, perhaps because they are disrespected, mistrusted, and *unwanted*. Divided into three sections—Challenges, Possibilities, and Change—comprising 24 personal reflections of women and two men pursuing professorships and parenthood, the collection attempts to answer why colleges are particularly unresponsive to mothers, and what can be done to correct this situation.

I knew first-hand the adjunct life was low-paying, provided no health benefits and never compensated for coursework preparation or paper grading, but after jumping through rows of credential-laden hoops lined up so carefully to test collegiate abilities, surely I'd find a full-time position somewhere? After reading *Parenting & Professing*, the answer I received to my question is that, if I want to be physically and emotionally available for my husband and our two young children, it's possible, but daunting, to be both parent and professor.

Here are the gloomy facts presented in Andrea O'Reilly's forward:

- *Sylvia Ann Hewlett's research in Creating a Life: Professional Women and the Quest for Children (New York: Miramax 2002) found that, among professionals, female academics have the highest rate of childlessness: 43 percent. Founder of the National Parenting Organization and an economist, Hewlett's theme in all her books is that high-powered career women are less likely to marry and have children because it's next to impossible to be a master at both. What is surprising in the personal reflections shared in Parenting & Professing is that this includes the academic world, despite professors' enjoyment of benefits unimagined by the average worker: flexible work schedules, the ability to work from home, and summers off.*

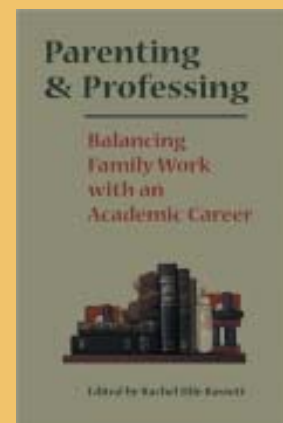
- *The American Association of University Professors confirmed in its "Statement of Principles on Family Responsibility and Academic Work" (2001) that "women*

remain disproportionately represented within instructor, lecturer, and unranked positions; more than 57 percent of those holding such positions are women.... In contrast, among full professors only 26 percent are women." Likewise, "[A]mong full-time faculty women, only 48 percent are tenured whereas 68 percent of full-time men are tenured."

- *Further research on academia conducted by Alice Fothergill and Kathryn Felty (2003) shows that married women, particularly with children, are more likely to have dropped out of graduate school, interrupted or abandoned their careers, be unemployed or employed in a job unrelated to their training, or to hold lower academic rank.*

Study after study cited in the introduction of *Parenting & Professing* demonstrates that women with children pursuing a full-time career in academia are scaling a slippery slope fraught with too few compromises, little understanding, and no accommodations for a family. Is this a message adjuncts with children need to hear? Although the news is unsettling, it's clear and anchored in solid research of women in the academic workforce.

The Challenges section of *Parenting & Professing* features Janie Rieman's essay, "Tenure-Track to Mommy-Track: In Search of My Scholarly Self," in which the author offers a poignant self-portrait of a new mother who leaves her tenure-track position to follow her partner to a university in another state at which he has accepted a tenure-track position. After



Drawn to this book like a hungry baby to a pillow-soft mammary, I found myself unable to latch on to its central message—that mothers teaching full-time in the college classroom are scarce, perhaps because they are disrespected, mistrusted, and unwanted.

applying for a full-time position at a nearby university and advancing to the on site interview, Rieman receives the devastating news that she has been denied the job. As a result, she redefines herself as a scholar and accepts a position as an adjunct at her partner's university. From Rieman's experience, you might conclude that you should never leave a tenure-track job unless you want to be an adjunct again. Rieman's essay reveals the academy's unwillingness to bend to the complexities of family life or buttress and encourage new mothers pursuing academic careers.

In the Possibilities section, Norma Tilden's essay, "Mary Was an Adjunct," compares the role of the Virgin Mary with the life of an adjunct instructor. As a Catholic who has had her share of students who thought they could walk on water, I couldn't help smiling and agreeing with Tilden:

What is unique about the teaching model of mothering, especially as embodied in the Virgin Mother, is its recognition that our students always come to us as other people, already half-formed, whom we help to become what they were meant to be rather than to become versions of us. Mary does not represent an ideal of self-reproduction, but a choice to accept and creatively transform the intrinsically other.

Identification with the biblical poor might fortify adjuncts through the lean years of no appreciation and what sometimes feels like persecution, and it's certainly healthier than drugs or alcohol. Tilden's essay also points to the necessity of relying on inner or spiritual resources to balance parenting with professing in lieu of solace or understanding from the academy.

In the Change section, where I expected finally to find stories with happy endings, I was instead confronted by Kathleen B. Jones's "Boomerangst." Jones, who appears on the cusp of having it all, shares her experience as a mother in graduate school in 1969, writing papers on nuclear arms reduction to the songs of *Sesame Street* in her living room. As a teaching assistant, she co-chairs a child-care coalition, but then goes through a divorce. By 1977, she is offered a tenure-track job in North Carolina as the only woman in a five-person political science department, and seems to have achieved what she always wanted. Then, however, Jones gets pregnant with her second child with her second husband and resigns her position several years later after being denied a leave before her second divorce. Her final words are matter-of-fact but tinged with bitterness: "The academy, especially as embodied by large research institutions, is like the Marines—if they wanted you to have a family and a personal life, they'd have issued you one."

Parenting & Professing is an eye-opening collection of first-hand accounts of the nearly insurmountable struggles women face in balancing their tenure-track ambitions with raising sane children who are free of bitter resentments against mothers missing in academic action. The book clearly illustrates in personal essays that academia is rigid and unforgiving for mothers on full-time payrolls, even more so than corporate America. Adjunct faculty who are considering becoming both parents and professors should read the book to get a realistic picture of the problems they might face. Unfortunately, if you're looking for answers or a roadmap on how to combine parenting and professing, you won't find them in this book. All of the well-written personal essays point to the frustrations the authors encounter in academia. And although the book's title and introduction imply the promise of finding a balance between parenting and professing, none of the authors in the essays seemed to have the answer. Until attitudes change at the top levels of administration within academia, adjunct instructors may want to put their professorial ambitions on hold until their children are older.

For anyone thinking about having it all at the university banquet, read *Parenting & Professing*, then push back your plate to leave half your cake uneaten.✍



Myths About Taking Online Courses: Managing Student Expectations

by Christina Mainka

Myths about Taking Online Courses

There are more similarities than differences between online and face-to-face (f2f) classes, including the material, assignments, and in a modified form, discussions. However, some individuals expect online classes to be easier than f2f classes. In reality, online classes may be more difficult for some students, primarily because it is so easy to “forget to go to class” (i.e., log on).

One fundamental difference between the two is the *discussions*. In the f2f class, all student discussions take place in real time (in person), so students do not have the opportunity to think about and research the topic, especially when the topic veers in an unexpected direction; in-class comments are “top of the

head.” In contrast, online class discussions are asynchronous, where students have an opportunity to think about and research both their own and their classmates’ positions, and provide online and other citations. Thus, the discussion tends to be more substantive. Because of this research capability, online classes should have more rigor than f2f classes.

Below are a series of prevalent myths about taking online courses, along with the facts concerning the myths.

Myth 1: My work schedule is demanding and variable (I can’t be in a classroom regularly), so the online format is great for me. All I need to do is hand in homework assignments and keep up with

the reading (I don't need to waste time in discussions).

Fact: If you are not an active participant in the weekly online conferences, you will **not** successfully master the class material, and there is a high probability that you will not earn a passing grade.

Myth 2: Online format means I have time for more classes, which should be manageable after work.

Fact: Online courses require more diligence and heavier participation than their f2f counterparts. Online course assignments have been designed to require approximately the same amount of time as you would spend if you were attending a traditional class (class time plus homework time). The savings are only in frictional costs: transportation time to and from class, class time not directly related to content — breaks, chitchat, etc.

The rule of thumb for homework-to-class time for both f2f and online classes: spend 2-3 hours of homework for each hour of class time. Since this is a 3-credit course, **expect to spend 9-12+ hours per week or 1 1/2-2+ hours per day, 6 days a week, to participate in online discussions and complete the readings and assignments.** Note: After work, sleep, meals, and a modicum of personal time, it is only with utmost discipline that most people can fit in 2 hours per day for studying. Students must budget/prioritize their time carefully.

You cannot expect to do well if you drift into discussions occasionally and make a few gratuitous comments. Plan to log into the classroom 2-3 times each week to add your thoughtful comments to the Conference. Each time that you visit the classroom, be sure to leave an audit trail (one or more Responses that document your presence).

Myth 3: Since I do not need to participate in every discussion, I can take time off from class.

Fact: You are responsible for the material covered in each and every Conference, which may deviate from the assigned readings. What you get out of a class is directly proportional to what you put into it. If you do not actively participate in all phases of the classroom, you cheat yourself out of the learning experience.

Myth 4: After submitting my responses to the Conferences, I need not visit the conference again that week.

Fact: You are expected to join the Conference 2-3 times a week to read and contribute/share your thoughts and comments to the unfolding discussions.

Myth 5: I am a working adult with a family and other classes to attend. I like the flexibility of the online format. Whether I participate or hand in an assignment on time or not should not affect my grade.

Fact: Although instructors will generally do everything possible to accommodate their students, as indicated in Fact/Myth 4, you are expected to participate in the Conferences 2-3 times a week—and to hand in work on time.

Myth 6: Why think about something another has given much thought to? Copy-pasting a few paragraphs here and there from the Web saves me time and never hurts anyone.

Fact: Class and UMUC policy are that students are expected to advance their opinions in their own words and where others' words or thoughts are used, to give appropriate citation. While the Internet makes it very easy to plagiarize, sophisticated tools are available that make it easy to catch cheaters. Therefore, students always should be diligent about citing sources.

Myth 7: Conference discussions are informal exchanges of ideas, so instructors should not expect high-quality writing in my topic submissions.

Fact: Just as athletes put forth their best efforts in practices in order to be fully prepared for official events, the classroom is the place to learn/practice expressing yourself professionally. As such, each effort should be a best effort. Without such practice, you will not be well prepared when required to produce quality writing on the job.

Myth 8: I am busier than everybody else in the class, so I can't be expected to contribute as much to the Conferences.

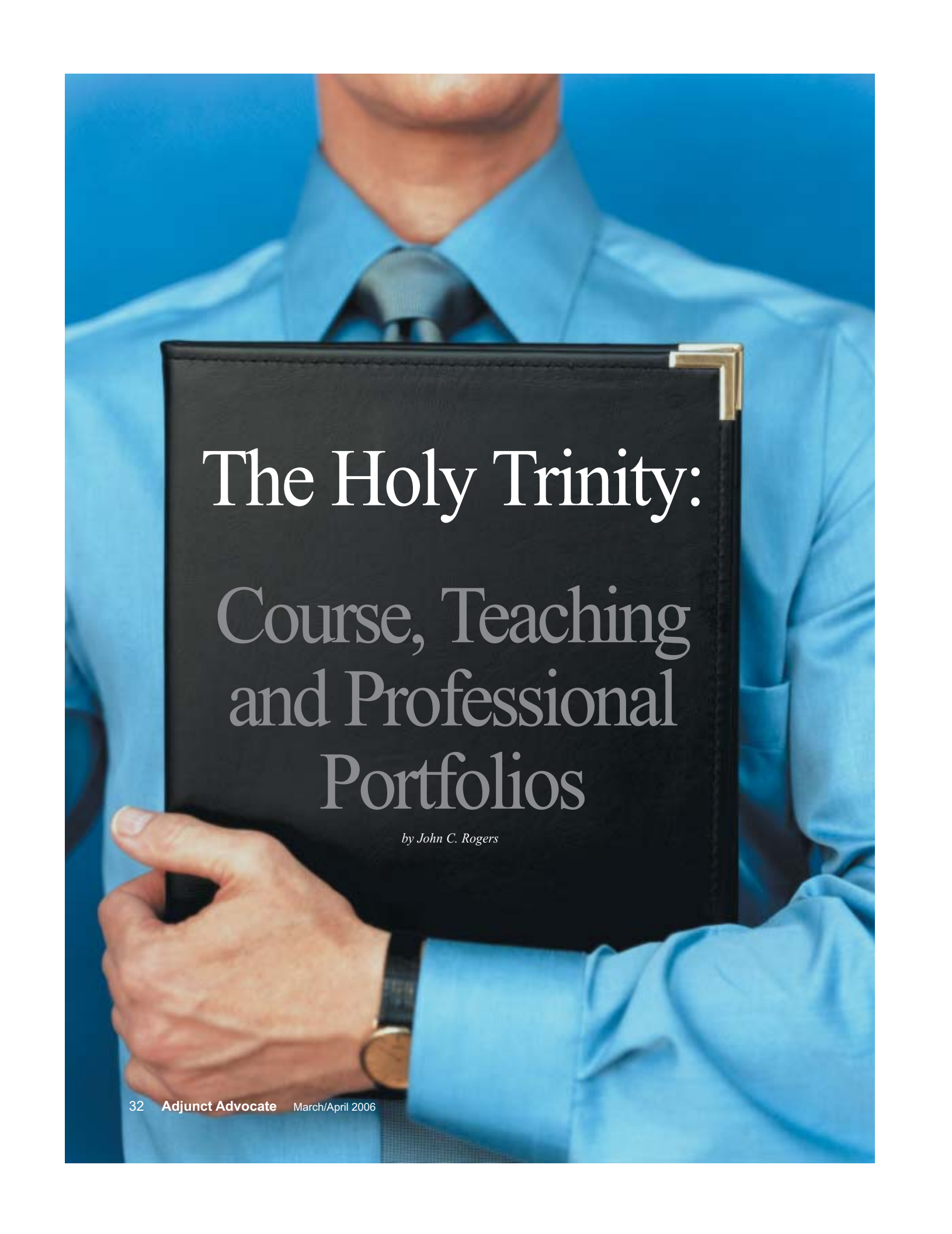
Fact: Enrollment in a class is a professional commitment/business relationship on the part of the student, which needs to be treated very seriously. Life events will intrude, but it's the student's responsibility to make whatever adjustments may be required to fulfill this responsibility.

Myth 9: I am busier than everybody else in the class and my demanding schedule means I can expect exceptions to any/all of the above myths/facts.

Fact: All students are evaluated using the same criteria. As evident in your online "Portfolio," WebTycho does an excellent job of compiling statistics for each individual student on the quantity (character and word counts) and type of Responses (Response to the main topic versus Asides/Responses to other students). Portfolio statistics are available to the instructor. In addition, instructors keep track of the quality of students responses, and many note the number of URL and non-URL cites provided by their students.

The ultimate fact? To get the most out of your class, participate thoughtfully, professionally, consistently, and often!✍

Originally printed in the University of Maryland University College Distance Education ezine in January 2004. Reprinted here with permission.

A man in a light blue dress shirt and a dark tie is holding a black folder. The folder has white text on it. The background is a solid blue color.

The Holy Trinity: Course, Teaching and Professional Portfolios

by John C. Rogers

WHAT IS A PORTFOLIO?

As an academic, there are different types of portfolios that you might prepare. These include the course portfolio, the professional (scholar) portfolio, and the teaching portfolio.

A COURSE PORTFOLIO includes information specific to a particular course. Such a portfolio would include syllabi, course materials, sample assignments, an explanation for the rationale behind the assignments, and how your teaching methods and your course materials help students learn.

A PROFESSIONAL PORTFOLIO is a collection of documents that you might submit as you go through the promotion and tenure process. This type of portfolio would include all of your work as a scholar, including your research progress, your teaching experience and accomplishments, as well as your record of academic service.

THE TEACHING PORTFOLIO describes and documents multiple aspects of your teaching ability. There are two basic types of portfolio:

•A summative portfolio is created for the purpose of applying for an academic job or for promotion and tenure within a department.

•A formative portfolio is created for the purpose of personal and professional development.

Because your teaching experience changes as your career progresses, it is a good idea to periodically update your portfolio(s) in order to keep current with your progress, and to give yourself a regular opportunity to reflect on your teaching. At some point in your career, you may find that you need to keep a summative as well as a formative portfolio, since they serve different purposes; note, though, that those two portfolios may have several materials in common. The materials provided here focus on the teaching portfolio.

Some people describe a teaching portfolio as a place to summarize your teaching accomplishments and provide examples of classroom material. Others describe it as a mechanism and space for reflecting upon your teaching. And for the rest of us, it can be described as a space to do both.

What are some characteristics of effective portfolios?

The format of a portfolio varies considerably. An effective portfolio should be well documented and organized. The American Association for Higher Education (AAHE) suggests that a teaching portfolio should be structured, representative, and selective.

Structured

A structured portfolio should be organized, complete, and creative in its presentation. Some questions for you to think about might be: Is my portfolio neat? Are the contents displayed in an organized fashion? Are the contents representative for the purpose that it is intended?

Representative

In addition to attending to structure, a portfolio should also be comprehensive. The documentation should represent the scope of one's work. It should be representative across courses and time. Some questions for you think about might be: Does my portfolio portray the types and levels of courses that I have taught? Does my portfolio display a cross-section of my work in teaching?

Selective

The natural tendency for anyone preparing a portfolio is wanting to document everything. However, if a portfolio is being used either for summative or formative purposes, careful attention should be given to conciseness and selectivity in order to appropriately document one's work. Peter Seldin (1997) suggests limiting the contents of a portfolio to ten pages. We suggest that you limit the contents of your portfolio to what is required by the reviewer while also keeping the purpose in mind.

What are some key functions of a teaching portfolio?

- *It is a way to collect evidence of your teaching ability.*
- *It provides the reader with a context for your teaching.*
- *It provides summary data on your teaching in a simple, readable format.*
- *It is focused on quality, not quantity.*
- *It is organized and its various sections relate to each other.*
- *It is an ever-changing, living document.*
- *It allows for self-reflection.*
- *It provides an opportunity to be unique and showcase your personal style of teaching.*
- *The process of creating one is generally much more important and meaningful than the end product.*

Why create a portfolio?

The teaching portfolio can serve many purposes, some of which include the following:

- *reflecting on your goals as a teacher,*
- *assessing your teaching strengths and areas which need improvement,*
- *documenting your progress as a teacher,*
- *generating ideas for future teaching/course development,*
- *identifying your personal teaching style,*
- *using elements of the portfolio to promote dialogue with fellow teachers,*
- *considering new ways of gathering student feedback,*
- *gathering detailed data to support your goals,*
- *collecting multiple sources of evidence that document the implementation of your teaching goals and their success.*

One would use a portfolio during the academic job search, promotion and tenure process, and for personal and professional development.

How does it get used in the job application process?

There are several ways that you can use your portfolio in the job application process. For example, you could do one or two of the following:

- *make it an appendix to your curriculum vitae,*
- *provide a table of contents of portfolio materials, listing all as available on request,*
- *bring it to your job interview and refer to it as needed,*
- *make it an additional item in your application materials, which is referred to elsewhere (e.g., in a 2-3 page required teaching experience summary).*

What goes into a portfolio?

The portfolio describes and documents the abilities of a unique

individual, and therefore, no two teaching portfolios look alike. A portfolio can include a number of different types of documents, and which you choose to include will depend on the type of teaching you have done, your academic discipline, the purpose for creating one, and the intended audience.

In spite of the variation that exists across portfolios, here is a short list of documents that often are part of one:

- *statement of teaching philosophy,*
- *description of teaching experience (responsibilities),*
- *course planning artifacts: sample course syllabi, lesson plans, assignments, exams,*
- *evidence of teaching effectiveness: summary of student feedback, department evaluations,*
- *teaching awards and recognition,*
- *professional development efforts.*

A table of contents is an important tool in organizing the various sections of your portfolio.

Some of the sections above, such as the statement on teaching philosophy, are strictly narrative (reflective). Other sections consist of a set of materials as well as a narrative or rationale that explains what they are. The narrative component should answer the following questions:

- *Why did you include it in the portfolio?*
- *How did you use it in the classroom?*
- *How do you know that it was effective, i.e. that your students learned as a result?*
- *How has your teaching changed as a result?*
- *What have you learned about yourself as a teacher?*

The portfolio is not, however, simply a binder with all of the teaching documents inserted with random pages of reflection. "It includes documents and materials which collectively suggest the scope and quality of a professor's teaching performance....The portfolio is not an exhaustive compilation of all of the documents and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness." (Seldin, 1997, p. 2).

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How should you get started creating your portfolio?

The following is a list of some general strategies on developing a teaching portfolio:

- Start as early as possible.
- Plan well and systematically collect data.
- Develop a good filing system.
- Regularly sort through, organize, and update information.
- Involve others as consultants and contributors.

FIRST PERSON



Dispatches from Adjunct Faculty at a Large State University

DISPATCH 1 | *ON INTRODUCTIONS*

by Oronte Churm, an obvious pseudonym



My sister gets a bucket load of satisfaction from telling her friends and co-workers that I'm a professor. I'm not, of course. I'm a lecturer, which means I will never hold the title of professor at this university. I'm *adjunct* faculty: "connected to a larger or more important thing"; "something added to but not essentially a part of the thing," as the dictionaries say. It means being adjacent to, not inside, the winner's circle.

I teach in the English Department of what I'll be calling Hinterland University, Inner Station campus. It's a Big Ten school, with enough very polite (mostly white suburban) kids to form two or three infantry divisions in Iraq, which most will never have to consider.

I like my job, and sometimes friends and acquaintances envy me. After all, they say, there are those three reasons for teaching: June, July, and August, haw haw. Young men wink and say "co-eds" to me, as if they came of age in some timeless randy past, where they went necking in Dad's Studebaker, unbeknownst to the parson, who was still doing the Lindy Hop back at Elvis's barn raising.

A woman I know, fixated on some image of freedom, can't *not* tell me repeatedly about some prof. she knew who spent every moment out of the classroom playing Frisbee in his bare feet on the quad. And my friend Frenchy wants to know if can I get the school to send me somewhere that's sort of broken-down and cheap but beautiful, maybe with a colonial influence, where he can go along and drink beer, like, say, Laos?

People often tell me it must be nice to read novels for a living, then they confess they've often thought of quitting their jobs as technology managers, art directors, heart surgeons, etc., "to do a little teaching." (Later they tell me their plans to make cheesecakes at home and sell them by the slice

to restaurants, as I stare at dog hair tumbleweeds rolling across their kitchen in the moist air from the floor vents.)

I'll be the first to admit, there's a lot to like in my position. Teaching is, generally, the best job I've ever had, and I've tried soldiering, advertising, retail, food service, graphic arts production, and other jobs. Teaching never bores me, and that counts for a lot.

Teaching at HU is even more desirable. Many adjuncts nationwide subsist on a steady diet of freshman composition or business-writing classes, but my classes have been a mix of lower-level literature, rhetoric, and creative writing classes. Elsewhere, instructors must teach four (or more) sections each semester to be considered full-time; here, it's three. I have complete freedom in the classroom—actually, no supervision at all, other than turning in my syllabus to the department head, and the usual student evaluations at the end of each semester—and can push myself and my students as much or little as I want. Last semester I taught Emerson, Thoreau, and Melville in succession, and the intensity of the experience had me feeling like I might sob into my puttanesca each night. Lately I've experimented with having students make short films using digital camcorders and iMovie in one of our educational technology labs.

As an adjunct I'm not permitted to teach in the summer, but my salary is paid over 12 months, so I spend the time with my son, write, and paint the house. Real-estate prices are still reasonable here, and my wife and I bought a beautiful old Italianate with 10-foot ceilings on the National Historic Register. There's a farmer's market and the state's most progressive midwifery program in town. If I *wanted* to play Frisbee on the quad in my bare feet, I could do it.

Yet there is something niggling about this being left outside. It can, as Frenchy says, give you a case of the ass. (My first week here, I overheard two emeriti in the hallway railing against adjuncts: "They're paying these so-called teachers," one said. I earn one-third [or less] of their salaries at retirement.)

Fifteen years ago there was a conversation between Hinterland U's provost and its chief accountant, which went something like this:

Moneyman: "Corporations are letting all their employees go and hiring temps. They pay temps less, cut their benefits, and can fire them without explanation at any time."

Administrator: "Hot damn. How do I get me some of that?"

Thus the trend for outsourced labor, and when I was hired five years ago there were already some 50 adjuncts in HU's

Department of English. We taught almost 40 percent of all undergraduate English classes, without professors' pay or the same benefits, without job security, much respect, or many opportunities for professional development. For the corporate university, this was a thrilling accomplishment, ranking up there with selling out to even bigger corporations, such as Pepsi and Macintosh, by offering them exclusive branding deals and a captive audience of young people with disposable income. For adjuncts hired in the long, slow buildup, it was a hard blessing.

My wife and I came to Hinterland U because she is an alum and wanted her dream job on campus, a reliable position that does not involve teaching. When I was hired as a lecturer, the Human Resources rep said I needn't worry about signing up for state retirement; according to her, adjuncts were fired (by the euphemism of "contracts not renewed") after four years, before the state was required to vest them in their plans. Still, I heard rumors of one adjunct in the English Department who'd been here 15 years. I cornered the assistant to the director of rhetoric in a bar and asked him how long I might expect to keep my job. He was an older Ph.D. candidate whom I liked and respected, and who would become an adjunct himself when his funding ran out. He took a long drag off his smoke and said seriously, "As long as you aren't caught fucking a student...on your desk...during class...you'll never lack for work."

But the stocks in Hinterland's portfolio fell after 9-11, and a state budget crisis prompted the moneyman to whisper again in the provost's ear: "We must revert to an older model and get rid of all these scabs. Never mind if they're buying houses and raising children here; we warned them that it wasn't real work. Put it like this: A compromised operating budget requires reduced reliance on adjunct labor by increasing class sizes and offering fewer courses...."

I'm sorry to say, for our students' sakes, that my friend in the bar, with his campus teaching awards and long experience, his good humor, wit, and institutional memory, has had to find another job on campus, because he couldn't get full-time work as a lecturer. Some 40 other adjuncts have been let go in a series of purges. Like Ishmael at the end of *Moby Dick*, I find myself adrift and nearly alone on the heartless adjunct sea. As the novel's epilogue recalls, "And I only am escaped alone to tell thee."✍

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IVORY TOWER

From Here to



Eternity

by Margaret Gutman Klosko

To himself everyone is immortal; he may know that he is going to die, but he can never know that he is dead.—Samuel Butler

You are unhappy and you are clueless. You are what the press calls “contingent faculty.” You believe that you will survive your own contingency, and come back to the world of your dreams, which you consistently mistake for reality. The writing is on the wall, but you avoid going into the room. Perhaps you are a fatalist and do not think you can control the future. Or perhaps you just do not like bad news. You do not want to know that, like many other contingent faculty, you will never get on the tenure-track.

Because you are well read, you understand that ignoring compelling external phenomena is a psychological instrument for protecting one’s fondest sense of self against threatening reality. Freud—propitiously for all those yentas who just will not mind their own business—called this a “primitive defense mechanism” and named it “denial.”

Surprisingly, you know all about denial. Many times, you have tried to help those dear to you realize that their bad boyfriends, solitary drinking, weekly trips to Atlantic City, etc. are unhealthy habits. You have kindly pointed out that their refusal to see the threat these habits pose to their well being is a manifestation of that primitive defense mechanism, denial. Frustratingly for all your dear ones, you do not attach the phenomenon to your own, not-so-blissful ignorance, beautifully proving Freud’s point, and, for those of you who teach literature, conveniently serving as an apt example of irony.

As Freud, Samuel Butler, and Elizabeth Kubler-Ross have written, most of us deny ugly truths that impinge on cherished delusions: that we will live forever; never be disappointed and never disappoint; apply our education in the way we intended; be well-liked by colleagues and teachers; and never come to resemble our parents.

Your favorite delusion is that, as an adjunct member of a college faculty, you will one day be among the elect, the privileged minority of graduate students to cross the River Jordan into the promised land of permanent employment, six hours of teaching per week, and discounted lunches at the Faculty Club. Even worse, you imagine that, as you take your place on the track, you will hear the lamentations of the less virtuous and gifted adjuncts left behind.

It is true that even those of us who force ourselves to read the writing on the wall cannot be sure of our fates. But messages from reality can point to useful action. The trick is to apply the facts to your own situation. Perhaps reviewing them might help you.

First of all, you know that you are suffering the usual indignities and insults of the adjunct life. Keep that in mind as we review other facts.

You know that there are plenty of jobs for adjunct college teachers. According to the US Department of Labor, in 1983, 65 percent of US faculty were employed full-time in mostly tenure-track positions, while 35 percent were employed part-time in adjunct positions—paid by the course and provided no benefits. In 2003, those numbers had shifted to 54 percent full-time, 46 percent part-time (<http://www.bls.gov/oco/ocos066.htm#conditions>).

You also know that you have never felt particularly valued by any of the departments in which you worked. Even your highly developed power of denial has not allowed you to ignore the cursory ways in which colleges and universities have hired you. You have dismissed the nagging feeling that your employers do not give a damn about you and your future.

Y

The AAUP confirms this. About adjunct teachers, the authors of its November 9, 2003 Policy Statement note, “These appointments require only minimal commitment from the institution, and they result in a predictably high level of faculty turnover. Most non-tenure-track appointments are very brief in duration, lasting only for one or two terms. Only a quarter of all part-time faculty appointments extend beyond two terms” (<http://www.aaup.org/statements/SpchState/Statements/contingent.htm>).

The U.S. Department of Labor confirms the AAUP’s dismal assessment of your situation when it describes the kind of contract that you typically sign with colleges in the course of your peripatetic academic career: “Limited-term contracts—typically 2 to 5 years, may be terminated or extended when they expire, but generally do not lead to the granting of tenure.”

The AAUP also notes that “contingent faculty members, both part- and full-time, are constantly confronted with reminders of their lack of status in the academic community.” The authors point out that “the isolation of contingent faculty from opportunities to interact with their tenured or tenure-track colleagues and to participate in faculty governance, professional development, and scholarly

couraged from applying for the position, so you will look for another job. You have applied for a number of full-time jobs—two tenure track and six adjunct. One of the tenure-track appointments looks really good for you, so maybe you will see where that leads.

Hellooo? You need to move past Kubler-Ross’s denial stage and get yourself to acceptance—or at least to anger, and then make a break from the chain gang. If not, bless you, and on your way out, please send in the next sad case.

For you who are sick of Existentialist advice to keep pushing the rock up the hill, even as it slides back and crushes you, there is a way out of your predicament. All you need to do is shake off your chains. You can stop the vicious cycle.

The catch is that you need to land a job as a college administrator.

I know you never thought you would sink that low, but you need to know that all administrators are not ex-jocks raising money for football stadiums. The other half consists of former faculty members. Many of them continue to teach one or two classes a year. And although administrators are not their own bosses as tenure-track faculty members are—well, tough. Remember, you have finally admitted to yourself that you will never get a tenure-track job.

When you examine the options, it appears that college administration offers the best and only job advancement for both tenure-track and adjunct faculty members who do not plan on acquiring law or business degrees. The Department of Labor agrees: “For most postsecondary teachers, advancement involves a move into administrative and managerial positions, such as departmental chairperson, dean, and president. At 4-year institutions, such advancement requires a doctoral degree. At 2-year colleges, a doctorate is helpful but not usually required, except for advancement to some top administrative positions.”

Your work in college administration may not make you ecstatically happy, but what job does that? There are ways of thinking about what you do that will make you as happy in a good job as you were unhappy in a bad one. First, realize that, as a college administrator, you are doing honest work that pays a fair wage—more than you can say for your employment as an adjunct. Ideally, you will rise in the hierarchy, get to be a boss, acquire a certain amount of autonomy, and do work that needs to be done for an institution that needs to exist. You ought to recognize, too, that the most difficult obstacle to achieving a decent life is the alluring mistake that you make over and over again. You can take pride finally resisting the allure. You can also be proud that, having refused adjunct work, you are no longer participating in and perpetuating an exploitative employment system. Best of all, you can relax in your easy office chair knowing that, this year, you will not be loading up the rental van and leaving without farewell or friends left behind to be a stranger in a strange place again.✍

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pursuits” serves as a drag on the education of students and on the college teaching profession.

The women among you, well aware of gender inequity in the academy, know that, while poorly represented among tenure-track professors, you are well represented among adjuncts. The AAUP reports that “as of 1998, 48 percent of all part-time faculty were female, while only 36 percent of all full-time faculty were female. Women who do hold full-time positions are more strongly represented among lecturer and instructor positions, with little opportunity for tenure.”

So, given all the bleak statistics, what do you do? This is what you typically do: You finish your appointment at your current college. There is a search going in your field, but you have been dis-

UNCONVENTIONAL WISDOM



Taping Liberal-Left America

by Bruce S. Thornton

The politicizing of the American university is a fact. Polls and surveys of faculty voter registration, commencement speakers, curricula, reading lists, on-campus lecturers, and public pronouncements of administrators consistently reveal that our colleges and universities are dominated by a liberal-left ideology, one that brooks little dissent and aggressively silences all but the most thick-skinned of critics.

Yet despite all this evidence, most universities continue to deny what every freshman learns the first semester on campus: professors and administrators may pay lip-service to academic freedom, an openness to nonconformist ideas, and a tolerance for dissenters, but in actual fact, by their own words and deeds make it very clear that there will be a price to pay for anyone daring to stray from the well-worn ideological grooves. And of course, conforming to unexamined ideas and received wisdom dispensed by lectern sages will earn impressionable students acceptance and praise, meaning that the most important purpose of the university—to teach and apply a critical consciousness dedicated to the search for truth no matter whose ox is gored—has been abandoned.

This continuing, self-serving denial of the truth means that

we must still keep hammering away at the politicized university, holding professors and administrators to account and shining the light of public scrutiny on their antics. That's one reason why the Bruin Alumni Association (BAA) was formed, to investigate and publicize the political indoctrination that goes on in one of California's most prestigious public universities (full disclosure: I am a member of the board). In order to collect evidence of classroom political preaching and abuse of dissent, the BAA has started UCLAProfs.com, a website that provides empirical evidence on the behavior of individual professors.

To help gather this evidence, UCLAProfs created a program to solicit data from students, including taped lectures, notes, and classroom handouts; a modest honorarium was to be provided to participating students. The aim was to move beyond anecdotal evidence, subjective interpretations, misquotation, or other distortions generated by faulty memory or personal resentments. A First Amendment expert vetted the program for legality.

This program, however, has been strangled at birth, for the usual reasons. Those old rotting red herrings, "McCarthyism" and "blacklists," have been dragged out to obscure the real problem, the indoctrinated classroom. Now, as a so-called con-

Hysterical squeals of "academic freedom"—which usually means "academic freedom for me, but not for thee, thou adjunct, Christian or Republican or conservative infidel"—are the equivalent of the Wizard of Oz's desperate plea to "pay no attention to the man behind the curtain!"

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This program, however, has been strangled at birth, for the usual reasons. Those old rotting red herrings, "McCarthyism" and "blacklists," have been dragged out to obscure the real problem, the indoctrinated classroom. Now, as a so-called con-

servative in the liberal university, I yield to no one in my respect for academic freedom. Students should be taught to examine their own beliefs and construct arguments for them rather than just repeating whatever they've picked up in their brief lives. Sometimes this process is unsettling, but that's the pain of intellectual growth.

But like all freedoms, the academic version entails responsibility as well. One of these responsibilities is to the student: his dissenting opinion should be encouraged, given an opportunity to be voiced and protected—not from criticism or the demand that it be substantiated, but from intimidation and insult meant to silence it, particularly in the case of younger students who are vulnerable to peer-pressure. A climate of tolerance for all reasonable opinions should be fostered, and no one made into a pariah because of his political or religious orientation. There should not be good or bad opinions, but only good or bad arguments.

Another responsibility of academic freedom is to own up to your exercise of it, and this is where the protests against UCLA profs's attempt to gather reliable data are puzzling. If you believe in what you say in the classroom, if you think these ideas are legitimate and important enough to communicate them to your students, why would you care if anyone hears them outside the classroom? Indeed, wouldn't you prefer this sort of reliable data to the subjective hearsay of anecdotal evidence?

No doubt some profs. fear some sort of "backlash" against them, but from whom? Their colleagues, most of whom agree with them? The administration, which is more likely to be in the same political camp? Or are they afraid of public scrutiny and being called to account for their ideas by people who are not callow members of a captive audience dependent on them for grades?

The fact is, the professor has all the power and institutional support, not the student or the outside critic. The leftist academic's role of daring dissident taking on the oppressive establishment is a self-serving lie, for he is the establishment. On my campus, the non-tenured radical environmentalist who brought convicted felons to campus for a "conference" not only was not punished, but was tenured and then made an associate dean, despite the uproar in the community over state tax dollars being used to propagate an ideology that advocates the use of violence.

But resurrecting the battered ghost of McCarthy neatly deflects our attention from the real scandal, the use of public money to subsidize indoctrination rather than education. Hysterical squeals of "academic freedom"—which usually means "academic freedom for me, but not for thee, thou adjunct, Christian or Republican or conservative infidel"—are the equivalent of the Wizard of Oz's desperate plea to "pay no attention to the man behind the curtain!" It's time we start demanding academic responsibility from those to whom we entrust our culture's future.✍

Adjunct Advocate

Tales of Three Unions



"Will the adjuncts all of us here at union headquarters are outraged by your administration's pay policy. Oh yes, and could you remind them their dues should arrive no later than the first of every month?"

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Anthropology: University of Houston-Clear Lake seeks a Visiting Lecturer in Anthropology for a one year position beginning in August, 2006. Position involves teaching four courses each semester, some student advising, and limited administrative tasks. Applicants should be able to teach graduate and undergraduate courses possibly including Contemporary Cultural Anthropology, Anthropology of the Family, Political and Economic Anthropology, Human Rights and Social Justice, and another course in the candidate's area of specialization. Minimum Requirements: Applicants must have a Ph.D. in Anthropology. Preferred: Candidates with teaching or research experience in diversity issues and in multicultural environments are encouraged to apply. Salary is commensurate with qualifications and experience. Review of completed applications begins immediately and continues until position is filled. Applications accepted only online at <https://jobs.uhcl.edu>. To apply, please complete the online faculty application and attach a letter of interest, vita and the names and contact information to include phone numbers for three professional references. In addition, please mail graduate transcript to Chair, Anthropology Search Committee, UHCL MC 416, University of Houston-Clear Lake, 2700 Bay Area Blvd., Houston, TX 77058-1098. UHCL is An Affirmative Action/Equal Opportunity Employer supporting workplace diversity. We reserve the right to not fill the position.

Arabic: Full-time Lecturer in Arabic Language; 2006-2007; possibility of renewal. Responsibilities include teaching three language courses per semester in Modern Standard Arabic and curriculum related activities. Requirements: native or near native fluency in Arabic and excellent command of English; demonstrated excellence in teaching Modern Standard Arabic at the college level in the U.S.; MA in Arabic or related field; commitment to language teaching and curriculum innovation. Letter of application, CV, and three names of referees should be sent directly to: Professor Vida Johnson, Chair, Department of German, Russian, Asian Lan-

guages and Literatures, Tufts University, Medford, MA 02155. Review of application will begin immediately and will continue until the position is filled. Tufts University is an Equal Opportunity/ Affirmative Action Employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

Art History: Spring 2007. Visiting assistant professor or instructor to teach three courses, including introduction to art history; Renaissance art (course includes both northern and Italian); and an upper-level seminar in research specialty or area of choice. A non-western area would be welcome but not mandatory. Ph.D. or ABD; teaching experience preferred and commitment to teaching excellence is essential. Send cover letter, resume, three current letters of recommendation, official graduate transcripts, and any evidence of teaching experience and ability to Linda C. Hults, Department of Art, Ebert Art Center, The College of Wooster, 1220 Beall Avenue, Wooster, OH 44691. Direct any questions to lhults@wooster.edu. Application deadline: April 1, 2006.

Biology: The Department of Biological Sciences invites applications for a pool of part-time teaching appointments. Candidates selected will teach one or some combination of courses in the biological sciences. These courses could include, but are not necessarily limited to: general education courses such as Introduction to Biology, World of Biology Lab, Environmental Biology and Frontiers of Biology; service courses such as Human Anatomy lecture and labs, and Human Physiology lecture and labs; and courses for majors such as Bacteriology lecture and labs and Introduction to Zoology lecture and labs. MINIMUM QUALIFICATIONS: A Ph.D. or equivalent advanced degree in a biological science preferred. Prior successful teaching experience at the college level preferred. HOW TO APPLY: A complete application must include an application letter qualifying your interest and preferences for courses to teach. Applications must include names, addresses and tele-

phone numbers of references, a current vita and unofficial copies of college transcripts. Send applications and all other correspondence to: Dr. Jane Bruner, Chair, Department of Biological Sciences, California State University, Stanislaus, 801 W. Monte Vista Ave., Turlock, CA 95382 Phone: 209 667-3476. COMPENSATION: Commensurate with qualifications and experience. DEADLINE: Consideration of applications will begin upon submission of complete documentation.

Chemistry: Applications are invited for a lecturer position (in response to growth) in General Chemistry starting Fall, 2006. Candidates must have completed a Masters in chemistry. Specifics regarding the position and the department can be found at www.uwplatt.edu/chemep. Applicants should mail a letter of application, a vita, a statement of teaching philosophy, and contact information for three references to: Search Committee, Department of Chemistry and Engineering Physics, University of Wisconsin-Platteville, 1 University Plaza, Platteville, WI 53818-3099. Review of applications will begin March 20, 2006, and will continue until the position is filled.

Chemistry: The Lyman Briggs School of Science (LBS) at Michigan State University (MSU) seeks a visiting assistant professor of chemistry or chemical education. The position is a fixed-term one academic year appointment with the possibility for renewal for up to two more academic years. The successful candidate will have a strong commitment to teaching and be responsible for teaching introductory chemistry lecture and laboratory courses within LBS. Requirements include a strong record of teaching and research accomplishment, a Ph.D. in chemistry or chemical education. Postdoctoral experience is preferred but not required. To apply, visit <http://www.lymanbriggs.msu.edu>. Review of applications will begin March 15, 2006 and will continue until the position is filled. Michigan State University is an Affirmative Action, Equal Opportunity Institution.

Chinese: Full-time Lecturer in Chinese Language; to begin September, 2006; renewable. Responsibilities include Chinese language instruction at all levels and curriculum development; department and university service, including advising; 3 courses per semester. Requirements: native or near-native fluency in Mandarin Chinese and English; experience and demonstrated excellence in teaching Chinese at the college level in the U.S.; demonstrated commitment to language teaching and curriculum development. M.A. required; preference given to applicants with special training in Chinese language teaching, applied linguistics, foreign language pedagogy, or a related field. Letter of Application, CV, three letters of recommendation, should be sent directly to: Chair of the Search Committee, Dr. Mingquan Wang, Chinese Language Coordinator, Department of German, Russian, and Asian Languages and Literatures, Tufts University, Medford, MA 02155. Review of applications will begin immediately, and will continue until the position is filled. Tufts University is an Equal Opportunity/Affirmative Action Employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

Communication studies: Full-Time Lecturer position in the Communication Studies Department at Cal Poly, San Luis Obispo, California, for the 2006-2007 academic year (with possible renewal for the 2007-2008 academic year). Starting date is September 18, 2006. Duties and responsibilities include teaching fundamentals of speech communication, public speaking, argument and advocacy and forensic activity (debate). For details, qualifications and application instructions (online application required), please visit <http://www.calpolyjobs.org> and search/apply to requisition #100792. Closing Date: April 28, 2006. EEO.

Communication studies: Oral Communication Lecturer, Stanford University Center for Teaching and Learning, Office of the Vice Provost for Undergraduate Edu-

cation. Stanford University announces immediate opening for Oral Communication Lecturer. Initial appointment of one year, with possibility of two additional one-year appointments. Lecturer will report to Director of Oral Communication Program and assist in implementation of the university's Speaking Across the Curriculum Program; an initiative aimed at providing students with enhanced speech opportunities and instruction within their disciplines. Lecturer will be responsible for teaching undergraduate and graduate classes in oral communication. Will also be expected to organize and present oral communication workshops (frequently evenings), and to join the director in working with departments and individual faculty to introduce an oral communication component into targeted courses. Additionally, the lecturer will help coordinate the program's Speaking Center and will assist in training of student speech consultants. Candidates should have familiarity with the latest technology relevant to presentations or have capacity to learn. Ph.D. in English, Rhetoric, Communication, or similar field required. Previous experience teaching oral communication at the university level is strongly preferred, as is a background in speaking across the curriculum. Experience organizing or administering a program is highly desirable. A commitment to working with students in informal workshop settings and one-on-one consultations, plus in the classroom is essential. Candidates will need skills in initiating new offerings and working independently. Salary: \$45,000- \$50,000 for 10-month appointment (September - June). To apply, send vita, evidence of teaching effectiveness, relevant program experience, along with a letter of interest to Dr. Doree Allen, Director, Oral Communication Program, Center for Teaching and Learning, 430 Sweet Hall, Stanford, California 94305-3087. Position will remain open until filled. Stanford University is an Equal Opportunity Employer committed to diversity of staff.

Economics: Visiting Assistant Professor or Instructor for spring semester 2007.

Teach two sections of Principles of Economics, and either Intermediate Microeconomic or Macroeconomic Theory, or an upper-level course in the candidate's area of interest. Ph.D. or ABD; teaching experience strongly preferred. Please send CV, official graduate transcripts, letters of recommendation, a short statement on teaching philosophy, and evidence relating to teaching ability to: Barbara S. Burnell, Chair, Department of Economics, Morgan Hall, The College of Wooster, 1189 Beall Avenue, Wooster, OH 44691. Review of applications will begin on April 1, 2006.

Education: One-year renewable, non-tenure track. Ph.D. or Ed.D. in curriculum and instruction required. Specialization: concentration in reading instruction. Eligible for certification as teacher in Texas, at least two years of public or private school teaching experience, and experience with middle school students required. Special Education certification desirable. Contact: Dr. Ruth Strudler, Dean (strudler@stthom.edu)

English: Must have a Masters degree in English/Literature with at least one year of teaching experience on the college or high school level. It is preferred to have experience teaching assessing student writing assignments and research papers. Qualified candidates must be able to prepare and deliver and deliver lessons in a variety of college-level English and Literature survey courses. Send application materials to: Human Resources Department, Burlington County College, 601 Pemberton Browns Mills Road, Pemberton, NJ 08068-1599.

English: EASTERN ARIZONA COLLEGE in Thatcher, Arizona, has several English Instructor positions available for Fall/06. A Master's Degree in English or an appropriate field is required for all positions. Additionally, graduate coursework in reading pedagogy is required for the English/Reading position. The Position Open Notices, which include application instructions and other important information, may be viewed and printed at

www.EAC.edu - Working at EAC. Or, you may call 928-428-8915 to have a notice mailed or faxed. All applicant materials must be received by Friday, March 31, 2006 at 5:00 p.m. EOE.

ESL: Beloit College, a selective Liberal Arts College located on the Wisconsin-Illinois border, seeks a person to participate in our international education program as adjunct instructor of English as a Second Language. This is a full-time position to begin August 2006. The incumbent oversees the College's ESL program, teaches 3 1/2 units of ESL courses/year (each unit = 4 semester hours); two 1/2 unit intercultural communication courses/year for study abroad and international students; serves as instructor for a 10-day orientation course for exchange students each August and, subsequently, their academic advisor; and holds workshops and other activities to help international students succeed academically. Beloit enrolls approximately 90 international students (exchange and degree seeking) each year. The individual is a member of the staff of the Office of International Education. The individual works closely with academic departments and administrative units on curricular and advising matters and to facilitate the integration of students. The Office of International Education is charged with facilitating campus internationalization efforts including study abroad and exchange programs, international student advising and services, support for faculty, staff and other resource development, curriculum development and the encouragement of a campus environment hospitable to international education. The College and community offer a host family program for international students and there is an active international club on campus. Minimum requirements for the position are a M.A. in ESL or applied linguistics, experience teaching ESL at the post-secondary level, demonstrated success in ESL curriculum development, and experience working with a diverse student body. Familiarity with study abroad, an understanding of intercultural communication theory and practice, and an understanding of the liberal

arts environment are preferred. The position requires the ability to work independently, initiate, and collaborate. Please submit a letter of application, curriculum vitae and three letters of reference to Sheila Gustafson, Department of Modern Languages and Literatures, Beloit College, 700 College Street, Beloit, WI 53511. Initial interviews will be held March 17, 2006 at the TESOL conference. E-mail inquiries can be sent to brewere@beloit.edu. Application Deadline: March 24, 2006. For further information, see <http://www.beloit.edu>. Beloit College is committed to the educational benefits of diversity and urges all interested individuals to apply. AA/EEO employer.

Geography: The Department of Geography invites applications for a visiting assistant professor beginning Fall 2006. The appointment period is one academic year. All thematic specialties in geography will be considered but experience with fieldwork is required as the successful candidate will teach field method courses. Ability to teach introductory GIS is desirable. A Ph.D. or ABD in Geography or closely related field is required. Field method courses are oriented to the use of GPS and other field-based technology used in geographic research. A commitment to excellence in teaching and a developing research program are expected. Applicant must submit a letter of application, curriculum vitae, and a list of three references to Dr. Dale Lightfoot, Head, Department of Geography, Oklahoma State University, Stillwater, OK 74078-4073. Phone: 405-744-6250; Fax: 405-744-5620; email: drlight@okstate.edu by April 1, 2006. Letters of reference will be solicited for the short-listed candidates.

Hebrew: Department of Religion in conjunction with the Program in Judaic Studies, invites applications for a lectureship in Hebrew Bible/Old Testament to begin September 1, 2006. The candidate should be an expert in the Hebrew Bible in its ancient Near Eastern context and should be prepared to teach an introduction to the Hebrew Bible (in translation) and bibli-

cal Hebrew. A Ph.D. is preferred. This is a one year contract, renewable up to three years, full or half time (full time preferred). Applications from women and members of minority groups are especially encouraged. Princeton University is an equal opportunity employer committed to affirmative action. For information about applying to Princeton and how to self identify, please link to <http://web.princeton.edu/sites/dof/ApplicantsInfo.htm>. Send a letter of application, curriculum vitae, bibliography, three letters of reference, and a writing sample to: Chair, Search Committee, Department of Religion, 1879 Hall, Princeton University, Princeton, NJ, 08544. The search committee will begin reviewing applications March 28, 2006 and will continue to do so until the search is complete.

History: One-year term (2006-2007) position in U.S. history, 19th and 20th century, beginning mid-August 2006. Teaching responsibilities include: survey courses in 19th and 20th century U.S. history and topical courses at introductory and advanced levels in areas of specialty. Topics might include: labor, urban, immigration, environment, the West, border, diplomatic, or public history. Ph.D. or ABD. Teaching experience desirable; commitment to undergraduate teaching in liberal arts setting essential. For information about department, visit <http://www.depauw.edu/acad/history/>. Send letter of application, curriculum vitae, evidence of teaching effectiveness, potential courses, and three letters of recommendation to Yung-chen Chiang, Chair, Department of History, DePauw University, Greencastle, Indiana 46135 (electronically at ychiang@depauw.edu). Review of applications begins March 13, 2006 and continues until position is filled. DePauw University is an affirmative action, equal opportunity employer. Women and members of under-represented groups are encouraged to apply.

History: The University invites applications for a part-time (25%), temporary faculty position at the rank of instructor at our Clearfield Branch Campus of Lock

Haven University. The position will begin August 19, 2006 and end May 25, 2007. Salary is competitive and commensurate with qualifications and experience. Responsibilities will include instruction of one section of World History, either HIST101 (ca.3500BCE-1500CE) or HIST102 (1500-Present). A masters or ABD is required; an appropriate doctorate is preferred. Dedicated to individual attention and effective teaching, the University encourages applications from candidates who successfully integrate diversity issues and an international perspective into their teaching. Send a curriculum vita, unofficial transcripts, and three letters of reference to Dr. Rick Goulet, World History Search Committee Chairperson, 203 Raub Hall, LHUP, Lock Haven, PA 17745. Applications must be received by April 3, 2006, to be given full consideration. Official transcripts will be required at the time of on-campus interviews. In addition to the qualifications listed above, the successful candidate must be able to communicate well and/or perform well in an interview or teaching demonstration and successfully complete the interview process. LHUP is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities. LHUP is a member of the Pennsylvania State System of Higher Education. Our website address is www.lhup.edu.

Humanities: The Honors Program of the College of Arts & Sciences, Georgia State University, invites applications for a lecturer. Ph.D. required; field open. Candidates should have excellent teaching record and interdisciplinary interests. Responsibilities include teaching lower- and upper-level honors courses, organizing honors seminars and colloquia, and assisting the director and staff in student recruitment, advisement, and program development. Applicants should submit a letter of application, curriculum vitae, three letters of recommendation, and sample syllabi to: Robert Sattelmeyer, Director/Honors Program/College of Arts & Sciences/ P.O. Box 3966/Georgia State University/At-

lanta, GA 30302-4089. Consideration of applications will begin immediately, and continue until the position is filled. Georgia State University is a unit of the University System of Georgia and an equal opportunity employer. Women and minority candidates are encouraged to apply.

Leadership studies: The University of Richmond in Richmond,VA is a private, highly selective residential university with a national and international profile. It is noted for its challenging academic programs, excellent facilities, commitment to undergraduate education, and strong resource base, including an endowment of over \$1.2 billion dollars. An ambitious 10-year strategic plan provides a strong sense of momentum for the future. Richmond has five schools (Arts and Sciences, Business Leadership Studies, Law, and Continuing Studies) with a full-time undergraduate enrollment of 3200 students. The Jepson School of Leadership Studies, an interdisciplinary School at the University of Richmond, invites applications for a visiting lecturer for the academic year 2006-07 with strengths in epistemology, ethics, and informal logic. The successful applicant will teach sections of Critical Thinking and Ethics. The ability to teach a course in bioethics is highly desirable. Qualifications include a Ph.D. in philosophy or a related discipline and the ability to teach in an interdisciplinary school within a liberal arts environment. Familiarity with other disciplinary approaches to human inference, e.g., psychology or cognitive science, will be viewed as an asset. Additional information about the position, including information on the Jepson School curriculum and faculty, can be found on our website: <http://oncampus.richmond.edu/academics/leadership/faculty/positions.html>. Candidates should submit a letter of application, a vita, and the names and addresses of three references to J. Thomas Wren, Associate Dean of Academic Affairs, The Jepson School of Leadership Studies, The University of Richmond, 23173. Review of applications will begin March 10 and continue until the position is filled. The University of Richmond values diversity in its

faculty, staff, and student body. In keeping with this commitment, the University welcomes applications from diverse candidates and candidates who support diversity.

Philosophy: Saint Xavier University aspires to be a leading comprehensive Catholic University. Founded by the Sisters of Mercy in 1846, SXU has two campuses in Chicago and Orland Park, and serves 5,900 undergraduate and graduate students in the Schools of Arts & Sciences, Business, Education, Nursing and Continuing & Professional Studies. Saint Xavier University invites applications for a one-year non-tenure position in the Department of Philosophy, commencing August 2006. This position will teach four courses each semester, an introductory course and an opportunity for an upper division course in the candidate's AOS. Candidates must demonstrate a strong commitment to teaching, with an emphasis on historical context and close reading of primary philosophical texts. ABD required, Ph.D. preferred. Send cover letter, CV, writing sample, evidence of teaching effectiveness and three letters of recommendation to Thomas Thorp, Chair, Department of Philosophy, Saint Xavier University, 3700 West 103rd Street, Chicago, IL 60655 by March 31, 2006. EOE. www.sxu.edu

Physics: We invite applications for two one-year positions as Visiting Assistant Professor starting in September 2006. Applicants should have some teaching experience and a strong commitment to undergraduate education in a liberal arts setting. Union is a highly selective, small (2150 students) liberal arts college with an engineering program, located in the Capital District of New York State, a region heavily engaged in science and R&D. The Department of Physics and Astronomy (www.physics.union.edu) includes ten full-time faculty in a variety of fields including astronomy, atomic physics, biophysics, nuclear physics, critical phenomena, and physics education. Applicants should send a detailed curriculum vita, statements of teaching and research,

and arrange for three letters of reference to be sent to Michael F. Vineyard, Chair, Department of Physics and Astronomy, Union College, Schenectady, NY 12308 (Email: vineyarm@union.edu) by the application deadline of April 1, 2006. Union College is an equal opportunity employer and is strongly committed to increasing the diversity of its workforce.

Psychology: To Teach the Best We Need the Best! University of Maryland University College (UMUC) is urgently seeking Adjunct Psychology Faculty to teach Child Psychology courses in face-to-face classroom formats for the Spring 2006 (2nd Term) and Summer 2006 Semesters in the Southern Maryland area. Curriculum includes applying psychological knowledge to non-scientific fields and the workplace and promotes multicultural and multinational awareness. Course description can be found in the School of Undergraduate Catalogue.

Child Psychology (PSYC 355)

Location: Patuxent River Naval Air Station in Southern Maryland

Date and Time: Tuesdays and Thursdays from 6:30-9:30pm

When: March 28, 06- May 11, 06
Spring Session 2

Child Psychology (PSYC 355)

Location: Waldorf Center

Date and Time: Thursdays 6-9:30pm
When: 6/01/06-8/17/06

Qualifications: Terminal Degree (PhD) from a regionally accredited institution required preferred, PsyD accepted. Professional experience and minimum of three years teaching experience required. Apply: Send electronic résumé and application form to <http://jobs-umuc.icims.com/>

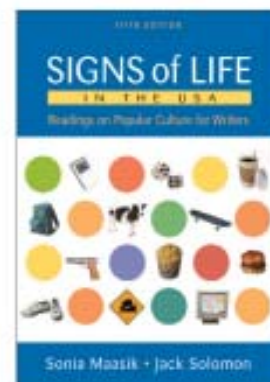
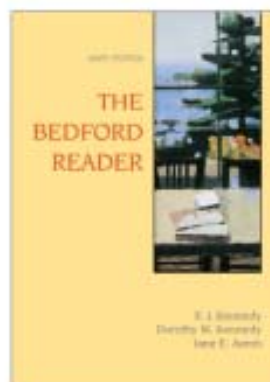
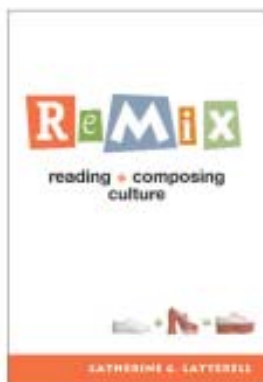
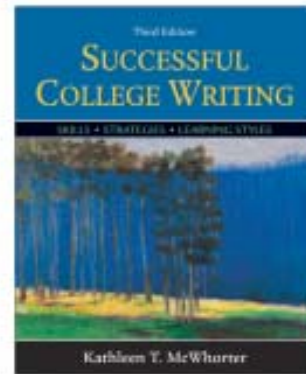
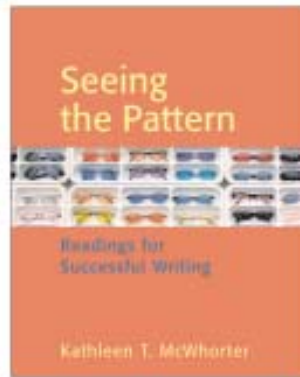
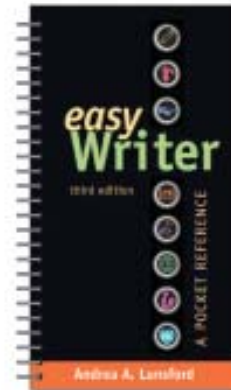
Psychology: Nine-month, full-time Instructor position beginning August 2006. Teach undergraduate courses in *Introduction to Psychology*, *Abnormal or Social Psychology*, and possibly others. There will also be opportunities to participate in department and university committees and activities. Doctoral degree in Psychology or closely related area preferred. Master's

degree in Psychology or closely related area plus advanced study toward the doctoral degree required. College teaching experience (teaching assistantship experience is acceptable) and demonstrated potential as an outstanding teacher required. Qualifications include the completion of a successful interview and criminal background check; a demonstration of teaching and skills; excellent communication skills (both verbal and written); and the ability to evaluate and advise undergraduate students. Competitive salary and step in rank dependent on qualifications and experience. Excellent faculty benefits: <http://hr.mansfield.edu/benefits.html>. Submit: letter of intent; resume; copies of graduate/undergraduate transcripts; and arrange to have three letters of reference sent in confidence (with telephone numbers of those who wrote the letters) to: Search Committee, Attn: Position F2006-01, Human Resources Department, 109 Alumni Hall, Mansfield University, Mansfield, PA 16933. Completion of a Mansfield University faculty application may be required. Application review will begin April 1, 2006. Applications will be accepted until the position is filled. AA/EOE

Spanish: Instructor of Spanish. Loyola College in Maryland is currently hiring for a one-year appointment as Instructor of Spanish. This is a full-time, non tenure-track position beginning in the Fall of 2006. Course load is four courses per semester at beginning and intermediate levels of Spanish language. The position also requires participation in student and department-related activities. Candidates must have at least an M.A. or equivalent in Spanish or Applied Linguistics as well as previous experience in college-level Spanish-language instruction. Ability to teach German, French or Italian desirable. Besides the four majors and minors (French, German, Spanish, Comparative Cultures and Literary Studies), the Department also offers language programs in Chinese, Italian and Japanese. Native or near-native Fluency in Spanish required. Loyola College is a dynamic, highly selective, Jesuit Catholic institution in the

liberal arts tradition and is recognized as a leading independent, comprehensive university in the northeastern United States. Located in a beautiful residential section of Baltimore with Graduate Centers in Timonium and Columbia, Loyola enrolls over 3,300 students in its undergraduate programs and 3,000 students in its graduate programs. The College welcomes applicants from all backgrounds who can contribute to its educational mission. Loyola is an Equal Employment Opportunity Employer, seeking applications from underrepresented groups. Additional information is available at <http://www.loyola.edu> and <http://www.loyola.edu/academics/alldepartments/modernlanguages/index.html>. All applications are confidential. The appointment will be July 1, 2006 and is renewable each year for a maximum of six years. Applications must be received by March 20th at the latest, but we would appreciate applications fairly soon. Interviews will be held on campus. Please send a letter of interest, a curriculum vitae, copies of teaching evaluations and the names of three references, with street addresses as well as e-mail addresses and telephone numbers, to Dr. Marie Murphy, Chair of Search Committee, Department of Modern Languages and Literatures, Loyola College, 4501 North Charles Street, Baltimore, Maryland 21210. Please, no inquiries regarding status of application.

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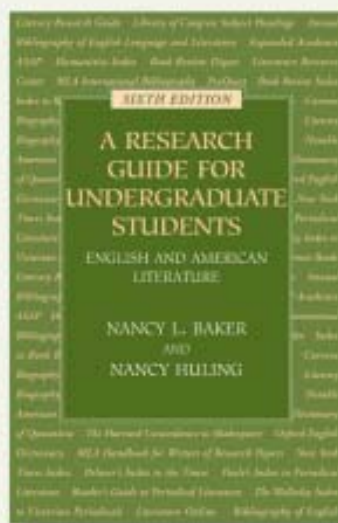
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