

# Spotlight on Faculty

## “The Knowledge is There”; A Model for Student Success

Your students apply themselves, attend lecture, study independently and know the material, but still turn in test scores and paperwork that you know are below their ability level. What do you do?

Enter Wanda Adams.

The Nursing Program brought Wanda on board in Fall 2005 to help address several needs within Nursing 150, Nursing Fundamentals I and II, a required 9-credit course which includes 248 hours of labs, lectures and clinicals. The decision translated to a 100% pass rate for the Fall semester!

Wanda, who team teaches with nursing faculty member Barb Bruce, describes her role as a teacher, a coordinator and a referral source, directing students to a multitude of additional academic resources available. Wanda credits optional review sessions, one-on-one mentoring, a student-centered discussion board and optional online learning modules as the kinds of extra help that triggered the recent success in the class. “Sometimes students just need to know that help is available. The more students are willing to ask for help, and get help, the more they realize it’s OK.”

Wanda placed herself in the students’ role last semester when she took advantage of the Center for Teaching Excellence’s *Trans-*

*forming Learning through Teaching* (TLTT) 12-week seminar. Although she had previously taught the Pharmacology Math Lab for Nursing 200, Wanda elected to enroll in this collaborative learning seminar as she felt that she was still a “new” enough teacher to benefit. In fact, the benefit turned out to be almost immediate, “As I was learning new things, I was trying them out with my own students.” Wanda described applying some of the seminar’s icebreaking activities in order to encourage a more companionable atmosphere in her classrooms. She also noted that she found the information on learning styles provided in the seminar to be “pertinent and useful.”

When asked how other teachers could duplicate the successes of Nursing 150, Wanda noted that the nursing faculty operates as a team, as do the nursing students. In her role as a coordinator and referral source to the students, she engages with them in this same kind of team spirit, “Try to be available and listen...availability translates into (student) success.”

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Visit us on the web at [www.lcc.edu/cte](http://www.lcc.edu/cte)



Introducing...

# Spectrum

Veteran faculty may be familiar with the *Teaching for Success* (TFS) newsletter that is available through the CTE, but new faculty are sharing their debut year with a brand new version of TFS: *Spectrum*! Although produced by the same publisher and similar to TFS, *Spectrum* does have some changes that readers should be aware of:

- *Spectrum* will be printed 6 times per year, and will be formatted solely by Volume and Number.
- The newsletter will be supplemented by additional resources: *Wavefronts* (short research papers) and *Focalities* (self study booklets).

You can access *Spectrum* and other valuable publications through the CTE's website at [www.lcc.edu/cte](http://www.lcc.edu/cte). Click on Newsletters, and follow the link to the current issue. Enter the username "lccemp" and the password "tfs98."



## Teaching Tip #77

### Accept the unexpected.

"When a student makes a point, the worst reaction is 'No, that's not what I had in mind' or a puzzled look and silence. Classrooms are for learning, even (especially?) for the teacher. React to the *point*, not to your *disappointment*."

—Robert Magnan,  
*147 Practical Tips for Teaching Professors*

## Attention LCC Faculty

- Do you require an individual or group presentation for your course?
  - Do you need assistance instructing students on the "HOW TOs" of public speaking?
- Help is on the way! Speech faculty are available to visit your class. The speech lab presents a brief overview and guidelines for public speaking. If you would like a classroom visit or have questions about the Speech Lab/Tutoring Services, contact: Jeanne Lebbon, Faculty and Speech Lab Coordinator, at [lebbonj@lcc.edu](mailto:lebbonj@lcc.edu) or 517-944-5013.

## Get the Grades Out...

*Never Fear... CTE is here!*

The CTE staff is available to help you "Get the Grades Out" this May:

- Stop in to TLC 324 (no appointment necessary) for grade entry help.
- The CTE will be open **8am-8pm on May 11 and May 15**. Grades are due May 16 at 8am.
- In addition, TLC 326 will be reserved as a quiet place to work on end-of-the-semester paperwork and grading.
- Organizational Development will be offering help at West Campus on Monday, May 15 from 9am to 7pm.



"Burton, that's a book. You open it, you don't turn it on."

# Your Point-of-View: How Can a S.G.I.F. Help?



LuAnn (Science)



Richard (Nursing)



Neil (Communication)



Denise (Education)

**S**potlight spoke with four faculty members who have taken advantage of a Small Group Instructional Feedback (SGIF) session. SGIFs are available at mid-semester to faculty who wish to assess their teaching and student learning.

The SGIF process is initiated by the teacher, and involves a CTE consultant meeting with students for the first or last 20-30 minutes of a class. Within approximately 48 hours, the consultant meets with the teacher to share findings. **All facets of a SGIF are confidential.**

Below, faculty members Richard, Denise, Neil, and LuAnn share their SGIF experiences with *Spotlight*.

## **Question: What was your original motivation for arranging a SGIF?**

**LuAnn:** I had attended a workshop that the CTE did about them. I was doing a physical science course again after teaching biology for several years. I was writing new labs and trying the course on a different time format. **I wanted students' reactions without me being there to influence their responses.**

**Rick:** I am a relatively new teacher. At the time I did the SGIF, I had been teaching just slightly more than one year. I was anxious to gain information which would enhance the learning experience for my students and that would give feedback to me on my teaching.

**Neil:** I originally asked for a SGIF because I was in my first semester of adjunct teaching at LCC. Also, college instructors rarely get the opportunity to obtain the kind of feedback the SGIF provides in several vital areas of instruction.

**Denise:** I originally had a SGIF done because I was a new teacher and I wanted to make sure that I was reaching my

students. Also, because I teach education courses, I like to practice what I preach about getting feedback from my peers. **I believe that you need an objective evaluation of what you are doing from time to time, in order to stay fresh.**

## **Question: How did it benefit or change your teaching?**

**LuAnn:** I benefited because I got feedback from the students on what they liked or didn't like. (The consultant) was helpful with suggestions as well.

**Rick:** I was pleasantly surprised at the quality and amount of feedback I received. Students, in a discussion guided by CTE, gave thoughtful reflective responses. I would urge anyone considering a SGIF to be prepared to accept and respond to student feedback. (Students) must see that something can come out of the experience in order to put forth the effort to give useful information. In my case, student feedback indicated they would prefer more frequent testing over smaller amounts of material. **The experience made me more open to asking for feedback and willing to use it.** I now incorporate feedback strategies in every class and am starting to use them more skillfully.

**Neil:** The SGIF changed my teaching in that it provided me with the opportunity to make some student-centered changes during the second part of the semester. **The SGIF has the advantage over other evaluation methods of allowing the "evaluating students" to benefit from their own suggestions, improvements, and comments.**

**Denise:** I have changed my teaching as a result of the feedback from the SGIF. It may not have happened overnight or all at once, but gradually I have implemented what my students have suggested - more group work, cutting out some assignments that may have not made sense to the students, or I

have learned that I need to explain things better so that assignments do make sense if I think that the assignment is a worthy one.

## **Question: How did it benefit your students?**

**LuAnn:** Students benefited because I could respond to what they liked or didn't and make changes as the course progressed.

**Rick:** The group also wanted more classroom activities and less lecturing- I am working more active learning strategies into all the courses I teach. I wasn't able to implement all of the changes students asked for mid-semester but did set aside class time so I could respond to their requests, explain what could easily be done, and what would take more effort and time. We did make changes in the day-to-day running of the class for the rest of the semester. **I think students felt affirmed in that their input was solicited and acted upon. Students in all my subsequent classes have unknowingly benefited from that SGIF- and the openness to active learning it gave me.**

**Neil:** The students greatly appreciated the opportunity to evaluate how the course was going. They benefited from the changes I made that were more student-centered.

**Denise:** If students, for example, voiced that they thought I gave too many assignments, (the consultant) and I would look at the assignment load, weighed it against the reasons given for why students thought that it was too much and generally talked it through. Suggestions were given for doing things more efficiently and clearly for the students' benefit.

*To schedule a SGIF, contact Tracy Price at 483-1427 or visit [www.lcc.edu/cte/services\\_support/sgif.html](http://www.lcc.edu/cte/services_support/sgif.html)*

# POP:QUIZ



## Do You Need To "Take a Break?"

1. In the last three months, have you put off grading papers?



- A. Never
- B. Once or twice
- C. All the time

2. When you woke up this morning, did you need to push your snooze button multiple times?



- A. No, I love getting up!
- B. Yes, twice
- C. Yes, in fact, it's still going off

3. When is the last time you took some time out solely for yourself?



- A. That's what I'm doing right now
- B. Last month sometime
- C. Time out?

April is Faculty Appreciation Month! The CTE has planned activities with you- the LCC Faculty- in mind, including a whole day of celebration on Thursday April 13! How does a relaxing chair massage sound? How about sharing a meal in a relaxed and friendly atmosphere with your colleagues? Wouldn't it be nice to win a drawing or be recognized for your volunteer activities? For all the details on Faculty Appreciation Month and Day, watch your email, or visit the CTE's website at [www.cte.edu](http://www.cte.edu). "Take a Break!"

How did you score?

**Mostly A's:**  
Congratulations. You have things under control. But, consider bringing a weary colleague to Faculty Appreciation Day.

**Mostly B's:**  
You've probably come a long way! However, participating in Faculty Appreciation Day activities will rejuvenate and refresh you. Please consider attending!

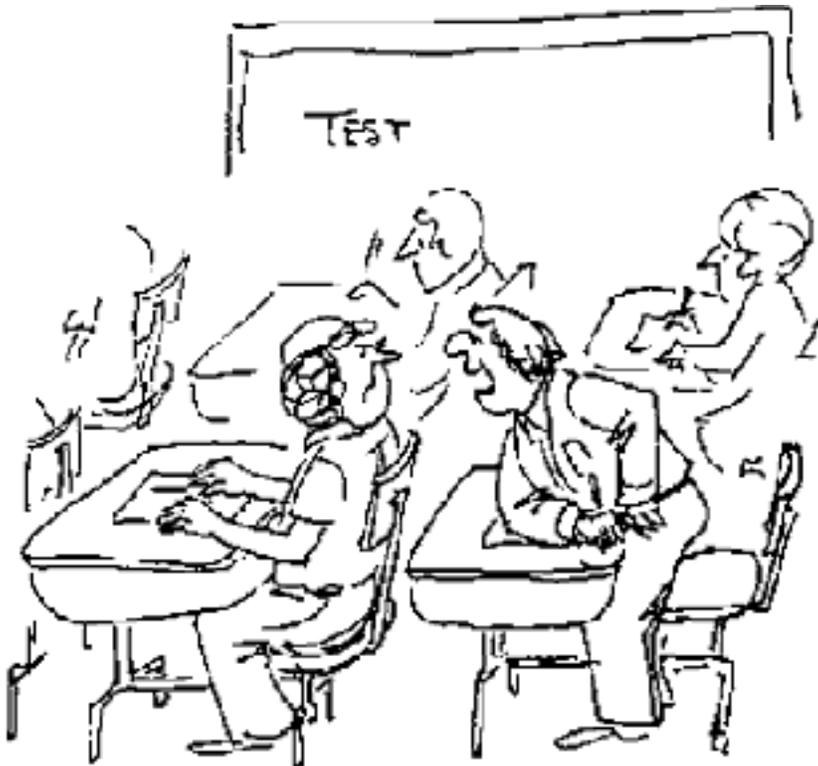
**Mostly C's:**  
Your seat is already reserved! See you there!

## ANGEL Help Available Here!

Here at the CTE, we are able to help faculty with a lot of questions- that's our specialty! Many of those questions relate to ANGEL. However, if you can't come into the CTE to address your ANGEL questions with our resident experts, consider attending one of our upcoming ANGEL workshops. You just might find that ANGEL becomes your specialty too!

- March 20 ANGEL: Online Course Gradebook** 10am-12pm
- March 23 Using Actions in ANGEL** 1pm-2:30pm
- April 12 ANGEL Online Quizzes** 10am-12pm
- May 4 ANGEL Course Copy & Preserving Student Data** 12:30pm-2pm
- May 10 ANGEL Course Copy & Preserving Student Data** 5pm-6pm

To register for a session, please call the CTE registration line at 483-1977, or register by email to [cte@lcc.edu](mailto:cte@lcc.edu). You may also visit our web site at [www.lcc.edu/cte/workshops/](http://www.lcc.edu/cte/workshops/). Please provide your name, department, daytime phone number, mail code and certificate preference. Thank you!



G. ABBOTT

"I wasn't copying. I was just doing basic research in cloning technology."

# Noteworthy Accomplishments

Applause to your fellow faculty members!

**Heather Buchanan**, Communication. Heather was appointed to the Board of the Wayne County Council for Arts, History, & Humanities. She also published a book of historical poetry titled *North: An Epic of the Great Migration*.

**Michael Wetzel**, Communication. Founder and Director of the non-profit Shepherds Purse (shepherdspurse.org), a mission dedicated to helping orphans/runaways living on the streets in Russia and the Ukraine. Recent accomplishments include a "Christmas in Kherson" program which supplied over 1,200 lbs of supplies. The team will be traveling to the region again in May and is looking for opportunities to speak to civic groups.

**Christina Deland**, Counseling Services. Christina was elected as the President of the Michigan Counselors Association for the year and was responsible for leading the MCA to a successful state convention in Traverse City. In addition, Christina has been active in the development of many student success initiatives for the college, including the current "At-Risk Student Success" program.

**Alexis Lay**, Environmental, Design and Building Technologies. Recently published the article "Interpretations of Islamic Practices Among Non-Qatari Students Living in the University of Qatar's Ladies Hostel" in the journal *Dialectical Anthropology*.

**Jane Bobay**, Health and Human Services. Jane spearheaded the effort that resulted in the Early-LCC childcare site being accredited by the National Association for the Education of Young Children. The site is the first Capital Area Community Services (CACS) Head Start site to be accredited.

**Brian Pickford**, Health and Human Services. Brian, Program Director and faculty member of the Radiologic Technology team, was selected to receive the MODAC (Michigan Occupational Deans' Administrative Council) scholarship to attend the Michigan Leadership Academy in September.

**Deborah Riddick**, Health and Human Services. Awarded a Juris Doctorate degree with dual concentrations in administrative and civil rights/constitutional law from Thomas M. Cooley Law School. She also serves as a legislative aid to the Honorable State Representative Michael C. Murphy.

**Marcia Rysztak**, Health and Human Services. Led the grant writing team which was awarded the "Child Care Access Means Parents in School" (CCAMPIS) grant from the U.S. Department of Education. The grant, in the amount of \$374,620, will allow LCC to continue to support the Early LCC Head Start classroom, open a new classroom for children under three, and provide child care stipends to LCC students.

**Surgical Technology Program**, Health and Human Services. The program was recently highlighted through photographs in the *Michigan Works Career Connections* flyer and *Work Force Connection* publication. Photos include students and Academic Team Leader Joseph Long doing a case simulation in the new mock O.R. room in the Health and Human Services building.

**Andy Callis**, Humanities and Performing Arts. Directed *Six Degrees of Separation*, one of only 3 of 600 theatre productions chosen to perform a scene at the American College Theatre Festival's 2006 conference at Illinois State University. *The City Pulse* also nominated *Six Degrees of Separation* as the best production in Lansing last year.

**Kim Cohen**, Humanities and Performing Arts. Kim was selected as this year's Edwin Piper Scholar from the University of Iowa. This fellowship is awarded to PhDs in the humanities who are working on projects that center on women's interests.

**Dale Herder**, Language Skills. Conducted a seminar with a German colleague in Saarbrücken, Germany. The transcript can be accessed at [www.htw-saarland.de/fb-bw/personal/professoren/blumbach/course%20evaluation](http://www.htw-saarland.de/fb-bw/personal/professoren/blumbach/course%20evaluation).

**Nan Jackson**, Math and Computer Science. Presented on the development of LCC's Math 118 course at the national conference of the American Mathematical Association of Two-Year Colleges (AMATYC) in San Diego. She has also been invited to present at a conference in Indianapolis in April 2006 to provide information to faculty from Ivy Tech Community College.

**Angela Craig**, Nursing Careers. Recently renewed her certification as a Clinical Nurse Specialist in Critical Care (CCNS) through the American Association of Critical Care Nurses (AACN).

**Alec Mull**, Physical Fitness and Wellness. Alec will be inducted into the Greater Lansing Sports Hall of Fame in June 2006 for swimming achievements. He was also elected President of the Master Brewers Association of the Americas-District Michigan.

**Jeffrey L. Huber**, Public Service Careers. Recently developed a Fire Officer III course that has been nationally accredited through IFSAC for certification. He teaches this course throughout the country. Development included writing and copyrighting a textbook, PowerPoint program, instructors guide, and skills test.

**Mary Brown**, Science. Presented in Portland, Oregon at the Association for Science Teacher Education on "Understanding Photosynthesis and Cellular Respiration." She will present a similar session in San Francisco at the National Association for Research of Science Teaching in April. In March, she will present at the Michigan Science Teachers Association on using concept mapping in blending the science disciplines.

**Rosina Hassoun**, Social Science. Her book, *Arab Americans in Michigan* was published through MSU press.

**Willie Davis**, Social Science. Selected to be in the Ninth edition of *Who's Who Among American Teachers*. Also awarded a FLAS Fellowship to study intermediate Kiswahili at Indiana University from Michigan State University. Co-author of "Benefits of Standardized Diabetes and Hypertension Screening Forms at Community Screening Events" in *Health Promotions Practice*, a publication of the Society of Public Health Education.

**Mary Brown and Sophie Jeffries**, Teacher Preparation Program. Mary and Sophie will accompany two teacher preparation students to receive an award from Phi Theta Kappa and the National Science Foundation. LCC was selected as one of the ten best community colleges in the nation in the preparation of science and math teachers.

**John Theroux**, Transportation Technologies. John was reappointed by Governor Granholm as the Chair of the Michigan Truck Safety Commission.

*The Spotlight is published once per semester; if you'd like to see your accomplishments featured here, please contact the Editor at [kristlea@lcc.edu](mailto:kristlea@lcc.edu) or extension 1576.*



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## Spotlight *on Faculty*

Allena Tapia, Editor  
 Sara Dundon, Graphic Designer

### Letter from the Editor

Hi Readers,

I want to introduce myself as your new Spotlight editor. Although I've only been here at the CTE for a short time, I already feel pretty comfortable around here- I'm settled in!

I'm a recent English graduate from MSU, where I completed an internship with a local magazine. In my free time I'm an avid reader. I also freelance write, edit and proofread. When I'm not working, I'm caring for a large family that includes a husband, two children and countless pets!

I enjoyed writing this Spotlight for you. As I was a student up until this past December, I am attempting to switch perspectives and see the world from your standpoint- to anticipate the needs of faculty members at LCC. To that end, if you ever have an idea or request for the Spotlight, please drop me a line at [kristlea@lcc.edu](mailto:kristlea@lcc.edu) or give me a call at 483-1576.

*Allena R. Tapia*



## Spring Semester Open Hours

Mon-Thurs: 8am-7pm  
 Friday: 8am-5pm



PLEASE RECYCLE