

Chris Joiner

From: Tony Holland
Sent: Wednesday, May 22, 2013 4:21 PM
To: Faculty
Cc: Administrative Council
Subject: For all...
Attachments: Principles for Effective Teaching.pdf

To all...including those on break this summer 😊 ,

Normally articles are sent via coordinators and division directors, but I wanted to bypass that system for this one. This article was originally sent out by Brad Ross to his division and then by David Cobb to his division. Even if you have already read the article, please read over again as I have added comments and highlights to emphasize how the information in the article relates to our mission as a community college, and especially how it relates to our WCC vision. You will see these same type comments added on many articles sent 'through the chain'. Many times it is just a matter of taking what we already do and do it with even more focus, more persistence, and more determination.

Everywhere in the article it refers to 'developmental' students you could view it as ALL students. Every study concludes these strategies increase student learning for ALL students, with the most substantial increases observed for the most at-risk students. The challenge for faculty is to resist lowering the definition of each of these principles (or standards) down to their current level of operation, thereby avoiding the need to improve in that particular area. This is crucial when preparing a learning environment more conducive for student success with our diverse and challenging student population.

Sometimes we may need to observe other faculty who are experiencing more success in certain areas to accurately gauge our own performance (*or other colleges*). An accurate self-assessment (*including course evals*) which focuses on improvement is one of the most difficult, most professional, and yet most rewarding things a faculty member will ever do! A close second (*or possibly first*) would be balancing 'quality' deep learning with the 'quantity' of shallow learning. Sometimes this may be like trying to balance on a tightrope, but once you reach that balance you will know it. You will feel the energy of learning being transmitted throughout the class, as it becomes much easier for *you* to teach and for *students* to truly learn.

You may have several folks (*directors, coordinators, deans, President, etc.*) popping in on your class over this next year. Please take the time (when appropriate) to introduce them to your students. No need to be nervous, as we simply want to convey our commitment to our slogan...."**We are Wallace. We are Community**"....by letting our students and instructors know that we care enough to stop by.

Thank each of you for your commitment to improve the quality of learning at WCC! It was never said the journey would be easy, just that we would not have to travel it alone and that it would be well worth the trip. Just know that the Instructional Leadership Team is committed to doing *whatever it takes* to provide you with the support, training, and resources needed for WCC to be 'second to none' in this state in providing a quality education for our students.

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