

2013

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Effective leadership is about service to our fellow human beings in whatever endeavor we may find ourselves. The value of our lives, and the indicators of our worth, are not measured in terms of what we own; what matters in the end is what we do for others.

—Don Adams, Alamo Colleges (TX)



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My students are my inspiration to evolve constantly as an instructor. Much of Marketing is experience-based and we all have unique experiences to share and from which to learn. I enter my classroom ready and willing to learn just as much from them as they plan to learn from me.

—Kristel Baranko, Albany Technical College (GA)



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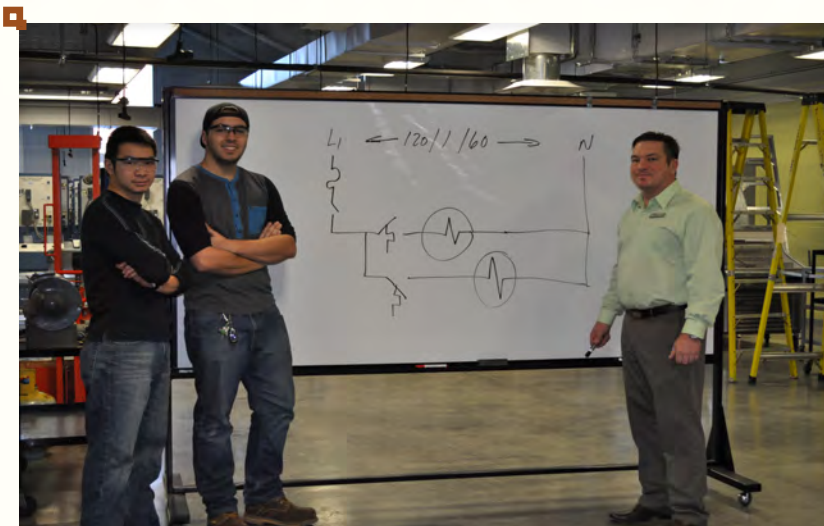
I try to make every project a real-world experience for Algonquin Television Broadcasting students. The skills and attitudes we want our graduates to have comes from experience, based on the philosophy that the best lessons are caught not taught. If students see relevance in their work, they will exceed our expectation every time.

—Jeremy Atherton, Algonquin College (Canada)



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Working with the people at Algonquin has given me renewed energy. Learning to be a better teacher is what I strive to do. Being able to bring my knowledge and experience to the students allows them to make their own conclusions. Seeing them walk across the stage at Convocation or meeting them in the HVAC field is extremely gratifying.

—Shaun Barr, Algonquin College (Canada)



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Assisting students who come into the office keeps me busy. It is important to smile and make everyone feel welcome and I love the social interaction. I know there are a lot of others who work hard and do a great job at Algonquin College. I sincerely appreciate this recognition.

—Trish Beals, Algonquin College (Canada)



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I will always remember this quote that someone said to me early in my career "You're only as good as your last job". Blunt, however, true. Maintaining a positive attitude, being adaptable, and having the will to take risks outside of my comfort zone have been my catalysts to success.

—Shawn Behnke, Algonquin College (Canada)



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Working with a diverse group of students, faculty and staff in a fast-paced academic environment can be challenging. I am inspired to see these challenges as opportunities to seek out creative and productive solutions to help meet the needs and goals of our community, and contribute to the success of our school.

—Ruth King, Algonquin College (Canada)



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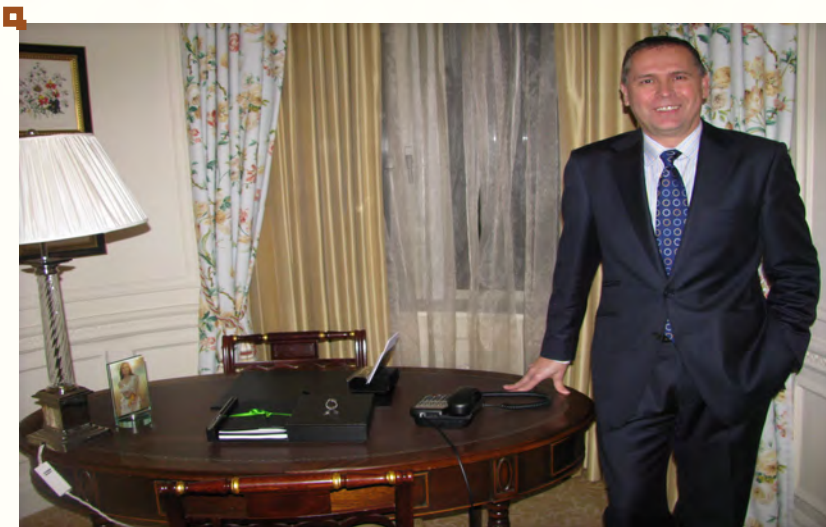
Each student arrives in the classroom with his/her own narrative and a dream of who he/she wants to become. I consider it a privilege to participate in their journey-of-becoming. This inspires me to be the best teacher I can be so each journey is meaningful, and each learner discovers that the thrill of learning can last a lifetime. Then, for me, the wonders and joys of being in the classroom never end.

—Cynthia Rowland, Algonquin College (Canada)



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Excellence translates into being able to help students comprehend a topic which may initially intimidate them. This is especially the case with the topic I teach, Business Law. It is very rewarding assisting them to develop a level of comfort with the topic.

—Ernest Schmidt, Algonquin College (Canada)



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The Forest Technology curriculum at Allegany College of Maryland has always consisted of three faculty members who teach the technical courses; I teach eight courses to each cohort who enters the program. Because of this, you get to know the personalities, strengths and weaknesses of every student. It is critical that the success of the program remain paramount in your teaching and grading strategy because only employers who hire quality graduates will seek future employees from you. My teaching philosophy therefore is simple: respect and love the student; care about the reputation of the program above all other things; and constantly strive to make improvements as a teacher.

—Steven Resh, Allegany College of Maryland (MD)



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Many of my students are non-traditional students who work, have children, and have a lot going on in their lives besides just coming to class and doing homework. It is especially gratifying to see them succeed and know that I had some small part in helping them improve their lives.

—Jayne Black, Arkansas State University-Newport (AR)



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Creating new thought processes for my students and watching that "light-bulb moment" as they hone their problem solving and critical thinking skills are extremely motivational for me. Providing a real life, hands-on approach to learning has proven successful for my students in every educational situation I have experienced.

—Jack Osier, Arkansas State University-Newport (AR)



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The look on the face of a future student who realizes that a college education is financially attainable is always an inspiring moment. The Arkansas State University-Newport Business Office staff encounter students from many walks of life-many who are first generation college students dreaming of a quality education. Our daily mission is to provide each student a path by placing financial tools in their hands. Leading my staff with positive progressive thinking and efficient utilization of resources to make the dream of an education a reality is my true inspiration.

—Melissa Watson, Arkansas State University-Newport (AR)



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What a better metaphor is there to describe my students: viruses invade a host cell, take over the cellular machinery, multiply and then -- posing like a gunslinger cowboy who takes everything at a gunpoint -- kill with impunity as during the Wild West.

—Aschalew Mengistu, Ashland Community and Technical College (KY)



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To my students I say: “No passive learning allowed! Ask questions; work with your classmates; bring problems to class that you don’t understand, and let’s work on taming them. Math is not a spectator sport -- you have to get into the game and practice, practice, practice.”
—Oralia Guerra, Austin Community College (TX)



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My observation is that students appreciate a classroom with humor, sincerity, and an entertaining, interactive series of mini-journeys into education. The teacher who still gets a thrill, when a student gets a thrill from having the light bulb go on when grasping a new concept, is having a good day.

—Gary Stewart, Austin Community College (TX)



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College is all about students and learning. My job is to help faculty do their job of teaching those students as best they can. From experience, I know the frustrations that instructors can feel from the competing demands on their time. Though those demands can never be eliminated, my mission is to reduce those frustrations and create opportunities for instructional improvement whenever I can.

—David Pollock, Bainbridge State College (GA)



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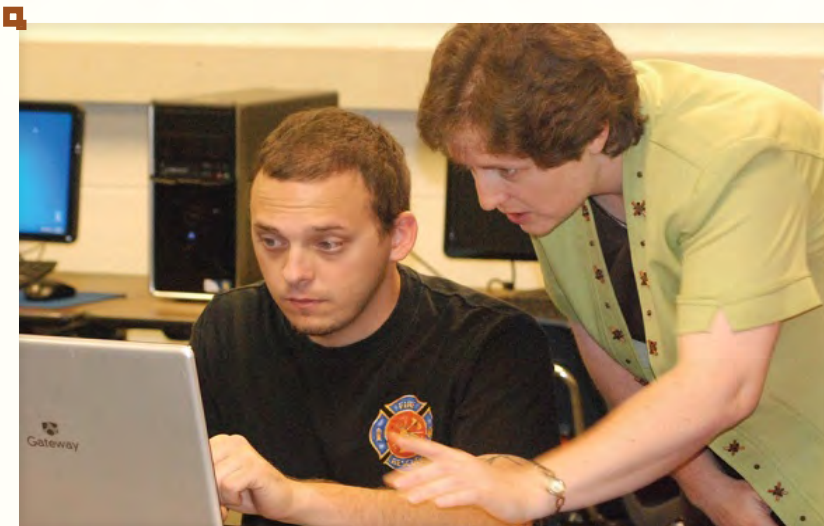


—Latease Lashley, Baltimore City Community College (MD)



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I love helping students succeed. There are few things more gratifying than that moment when the light bulb illuminates - a student finally grasps an elusive concept or solves a challenging problem. Even a small step forward is one step closer to the goal.

—Cristi Gale, Barton Community College (KS)



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The enthusiasm you put into your lecture has a positive impact on students. Use local examples that students can relate to, and also incorporate active learning into the classroom session to get students engaged. Using a student response system (clickers) is a good way to make classes entertaining by capturing the attention and interest of students, while facilitating formative assessment.

—Gabriel Aluko, Baton Rouge Community College (LA)



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Nelson Mandela said, “Information is a basic human right and the fundamental foundation for the formation of democratic institutions.” I begin the information literacy course that I teach with this quotation to emphasize that the skills my students learn now (for school work) will be essential in their lives (beyond college).

—Shereen Marx, Baton Rouge Community College (LA)



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—Dawn Darrell, Bermuda College



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—Frances Furbert, Bermuda College



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"I came, I saw, I conquered," is my students' cry of success upon completing their communication courses. Through interactive classroom activities, research and attribution, and organization of ideas, Bevill State Community College speech students build critical thinking skills while developing the confidence to communicate effectively utilizing current technologies.

—Cecelia Hale, Bevill State Community College (AL)



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About halfway through the final exam a few semesters ago, a biology student raised his hand. I gave him a signal to put his hand down. He began waving desperately. I quietly acknowledged him and he said, "Isn't it just amazing how all this fits together?" I nodded and smiled. That's what it's all about.
—Karen Killion, Blinn College (TX)



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As a teacher of six hour studio art classes I get to know many of my students well. I have found the majority of the students to be: caring, thoughtful, questioning, engaged, insightful and even philosophical. This has always motivated me to keep "stoking the fires" on their behalf.

—Ron Lister, Bristol Community College (MA)



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After 35 years, I am still excited every morning when I arrive on campus. I have watched our students become doctors, lawyers, preachers, teachers, nurses, pilots and much more. I listen to their amazing stories and struggles to success in hopes of helping them realize that the journey is their reward.

—Terri Justice, Broward College (FL)



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The teachers who inspired me had a passion for -- and vast knowledge of -- their work, a sense of humor, and a genuine sense of concern for their students. If I can embody these qualities and convey them to my students, I feel I am doing my job.

—Jennifer Cohn, Bunker Hill Community College (MA)



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"Be First! Be the Best! Be Different!" I believe these words are the ingredients to success. As the manager of Calhoun Educational Television, I work closely with Public Relations, Distance Learning, and Instruction. Students in our TV station learning lab know it is my goal each day to give them the "hands on" experience necessary to compete in today's fast paced, technologically-advanced multi-media society. I am driven and motivated by acknowledging that students are my customers.

—Wes Torain, Calhoun Community College (AL)



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Whenever I see students in my counseling office, in psycho-educational groups or in workshops, I try to enrich their opportunity for learning, self-development and meaningful change. As counselors, I believe we serve a unique purpose in community colleges since we can shape student's lives in intimately profound ways. How wonderfully rewarding!
—Chris Balmer, Camosun College (Canada)



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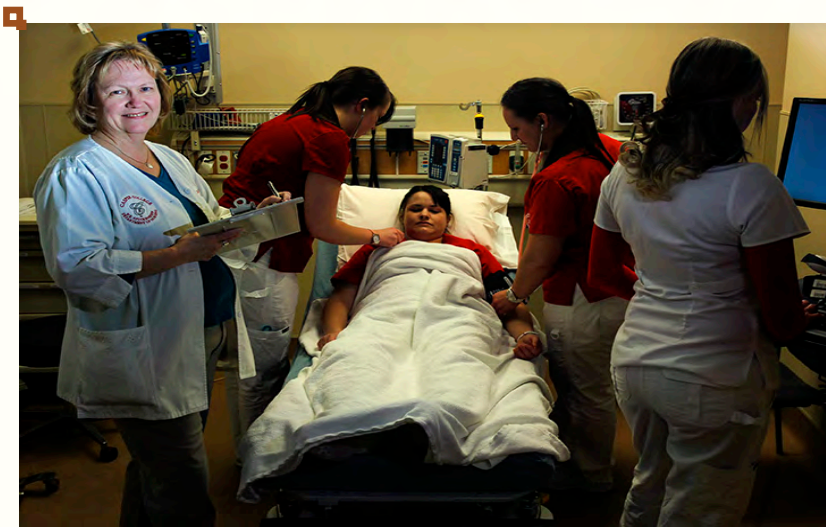


—Joseph Campbell, Casper College (WY)



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The best feeling in the world is when I watch my students graduate from nursing school. Teaching them how to think like a nurse, provide safe and quality care, and advocate for patients and families are the most important skills that I can share with them.

—Marge Christiansen, Casper College (WY)



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—Shereen Mosier, Casper College (WY)



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—Cammy Rowley, Casper College (WY)



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—Claudia Stewart, Casper College (WY)

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A confident student is a better student. A confident student is a better person. A student with self-awareness, honed empathetic listening skills, oral and nonverbal communication expertise, and self-confidence improves our school and our society. I teach confidence. I teach pride. I teach communication.

—Dan Rogers, Cedar Valley College (TX)



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Helping immigrants learn the English language and better their lives here in the USA are my biggest motivators. I focus on their becoming active members of our community, better workers, and strong advocates for themselves, their children and for others who may need their help.

—Judith Aguilar, Centralia College (WA)



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When I left the automotive repair industry 23 years ago it was because I wanted to share my knowledge and experience with others and help them succeed as my instructors had done for me. All these years later that is still what motivates me. I love my job!

—Wayne Bridges, Clover Park Technical College (WA)



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Teaching is a special profession where we are invited and trusted by our students to serve as partners in their journey toward academic, personal and professional improvement. I am passionate about my position because I do not merely disseminate accounting information, I invest in individual lives on daily and repeated basis.

—Jeff Varblow, College of Lake County (IL)



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The best compliment a student gave me was that my enthusiasm for mathematics was contagious. Making math applicable catches students' attention. Inspire today's student problem-solvers in a mathematics classroom so that they are a part of tomorrow's critical thinkers in the workforce.

—Steve Irons, College of Southern Idaho (ID)



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It has been my desire for the last 16 years to begin a study abroad program for our students. Due to our college being in a very rural setting, they rarely get the opportunity to travel, especially abroad. Some of them have never left the state of TN, and even a trip to Nashville can be quite an adventure. We currently have acquired some funding and now we are able to send many students to study abroad. It has been a long road, but the fruits we are reaping, have made it worthwhile.

—Ana Basoa-McMillan, Columbia State Community College (TN)



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—Christine Evenson, Columbus State Community College (OH)



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It is humbling to think of the thousands of students I may have touched over my long career. It is for that reason -- the possibility that I may influence them in their careers, their interactions with others or as people -- that I never take my job lightly. It is an enormous, unique and sacred responsibility.
—Allison Caveglia Barash, Community College of Allegheny County (PA)



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Students who overcome adversity, stay the course, and progress from under-preparedness to completion inspire me. The Faculty and staff that engage them along the way motivate me. Together, this synergy drives success beyond academe and into life as we know it. Inclusiveness is a strategy I use when implementing student success programs.

Incorporating the ideas from students and support staff alike, elicit a program that addresses the needs of a diverse background of students. Do not hesitate to mandate student participation in college success programs - their willingness to succeed will prevail.

—Janice Kaminski, Community College of Beaver County (PA)



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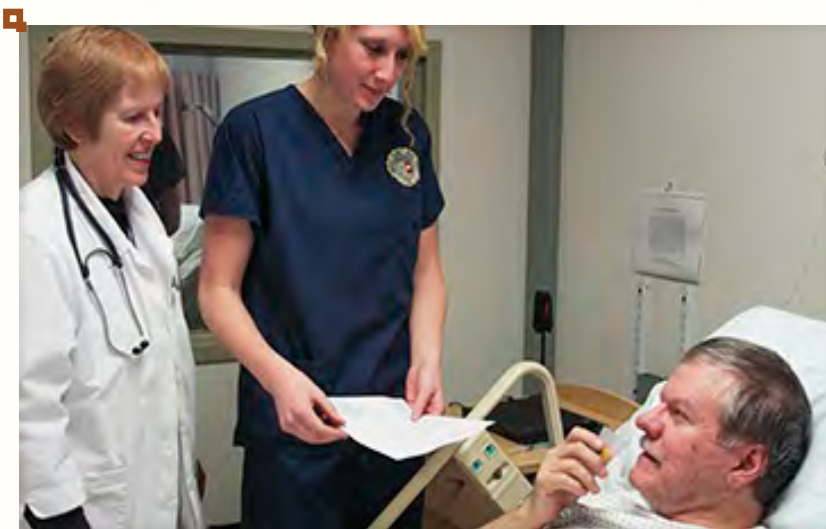
Inspiration for teaching at the college level comes from my students; their desire to improve their lives drives me to be the best at what I do. Strategies that work for me are: a servant attitude with all students, timely communication, detailed organization of class materials, and presentation of course information in a variety of formats. Words of wisdom: "Success is 10% inspiration and 90% perspiration." Thomas Alva Edison

—Paul Rogers, Community College of Beaver County (PA)



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The Good Lord has blessed me with the opportunity to facilitate the learning of nursing students, as my mother did, at Community College of Beaver County. It is an honor to assist students in developing nursing skills, enhancing their clinical reasoning, and ultimately ushering them into my profession of nursing.

—Elaine Strouss, Community College of Beaver County (PA)



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One of the greatest pleasures I have in my work is being able to assist at convocation. It is amazing to watch the level of excitement in everyone, from students, to faculty and staff. The energy is enough to charge a jet engine (or our new student-centered Biomass Research Boiler).

—Anne Mauro, Confederation College (Ontario)



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—Reeves Geraghty, County College of Morris (NJ)



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I am honored to inspire future teachers to think outside-the-box with interdisciplinary connections and tapping into interests to demonstrate course concepts. Education Majors engage in experiential learning and community service provides an understanding of how social issues influence development. When all seems lost, put on a smile and just dance.

—Julie Rhoads, Cowley College (KS)



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I have always loved teaching and helping my students learn. Being a good teacher requires a sincere concern for the well-being of the student and also an understanding that your classroom will consist of many people with diverse backgrounds, abilities, and ages. Teaching is an honorable profession. Our mission should be to help people improve their lives and become productive members of society; we must give them hope for a bright and prosperous future, a future that will improve not only their lives but the lives of their children and grandchildren.

—Steve Downing, Danville Area Community College (IL)



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At the beginning of each semester, I give my students an assignment that asks them to discuss their reasons for attending college; identify their personal values; and list their goals. By the end of the semester, I am most inspired when my students are able to recognize the relevance of what they have learned, personalize those experiences, and connect them to the values, goals, and dreams that motivate them to succeed despite any barriers or challenges.

—Gloria Ridgeway, Darton State College (GA)



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I am completing my 23rd year at Del Mar College. Using Pearson MyMathLab for homework assignments has greatly increased student engagement and learning in my classes. I highly recommend it to all math teachers. :)

—Anthony Precella, Del Mar College (TX)



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I have taught mathematics at Del Mar College in Corpus Christi for 22 years. I have modernized my math classes so that they are hybrids, with in-class tests and lectures and online graded homework using MyMathLab. I am extremely pleased with the results!

—Timothy Precella, Del Mar College (TX)



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My heart tells me that there is no greater rule to live by than to give the gift of learning to my students -- it is the gift that lasts forever. I have found that good teachers are also the hope for all humanity. I am keenly aware of the effect my teaching may have on my students. I want to instill in my students that learning is the pathway to the fulfillment of their dreams and ambitions. Teaching is my enduring whisper that can change the world.

—Stella Payne, El Centro College (TX)



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—Angelina Arellanes-Nuñez, El Paso Community College (TX)



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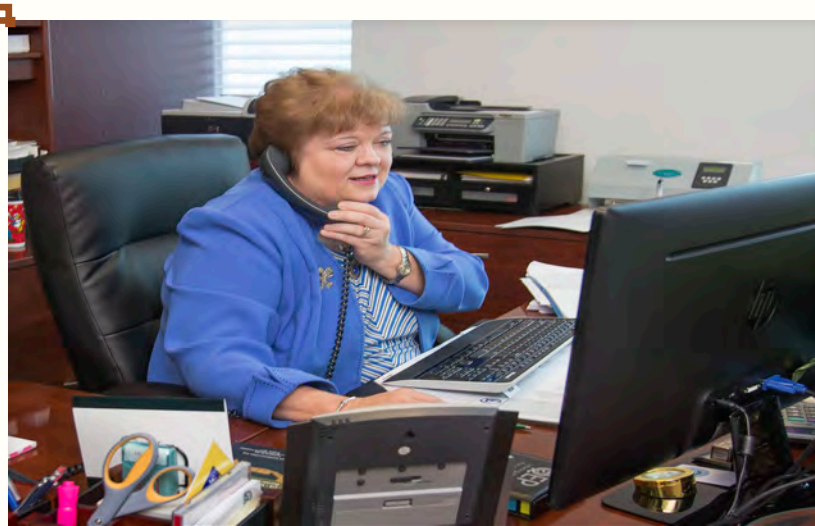
—Gloria Estrada, El Paso Community College (TX)



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—Pamela Payne, El Paso Community College (TX)

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—Roswitha Saenz, El Paso Community College (TX)



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—Keith Townsend, El Paso Community College (TX)



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My biggest inspiration in the classroom is observing students' thirst for knowledge. When I watch them absorb the information, ask questions and finally grasp the topic, it is very satisfying. I enjoy sharing my many years of law enforcement experience with the students, and hope it helps them to be successful in their chosen career.

—James Cerven, Estrella Mountain Community College (AZ)



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George Evans stated, "Every student can learn, just not in the same way." Providing not only auditory learning but visual and kinesthetic styles in the classroom is imperative in teaching nursing theory. If the student can't understand the concept, they can't educate their clients and promote health in the community.

—Patricia Orender, Florida Gateway College (FL)



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I believe our students teach us as much as we teach them; they help shape who we are as instructors and give us the desire to keep striving to do a better job, providing them with all that they need to know to be successful.

—Lori Baxa, Gateway Technical College (WI)



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I have a passion for the subject matter that I believe leads to a contagious desire for learning on the part of my students. I maximize the chances for student learning through efficient formulation of lecture and lab activities. I encourage leadership, teamwork, critical thinking and curiosity. Students see me as the enthusiastic purveyor of the subject matter, as well as the compassionate role model for clinical interaction between themselves and the patients we care for.

—Julie Capelli, Gateway Technical College (WI)



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I believe in my students and my colleagues. I also believe that students learn differently, and it is my job to find that place where they learn best and use that to tailor my instruction so they can become the best they can be. Whether it's elbow-to-elbow or trying a different medium to teach a concept, I strive to achieve excellence so my students can reach it, too.

—Susan Elrod, Gateway Technical College (WI)



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My philosophy of education is guided by the words of American Educator and Astronaut Christa McAuliffe, “I touch the future. I teach.” My goal is to engage students in conversations that extend learning beyond the classroom. I strive to shape passive learners into scholars who think critically.

—Angela David, Georgia Military College (GA)



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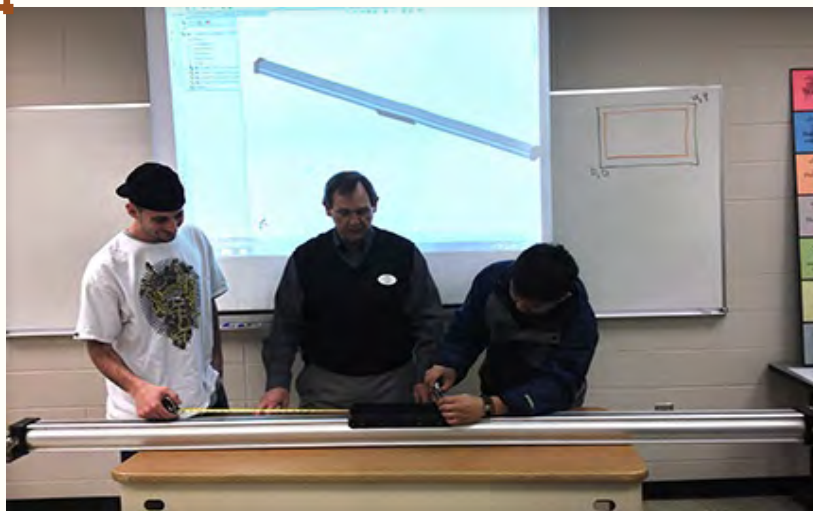
I believe in building students' capabilities and confidence not through “easy” grades, but through high expectations and challenging assignments. When students see their grades rise over the semester, they feel a sense of accomplishment. A little bit of individual guidance and encouragement can go a long way, and most students enjoy rising to meet a challenge.

—Deborah Manson, Georgia Perimeter College (GA)



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—Dan Benfield, Greenville Technical College (SC)



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Joe DiMaggio once said, "I go hard every day just in case there's one person in the stands who hasn't seen me play." The quote is a constant reminder that every class period presents an opportunity to inspire a student to chart a new course in their academic journey.

—Matthew DeSantis, Guilford Technical Community College (NC)



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I have a passion for what I do, which propels me forward every day to engage my students and empower them to become the professionals that they desire to be.

—Tonya Welch, Guilford Technical Community College (NC)

