

WAYS FOR FACULTY TO SUPPORT STUDENT SUCCESS

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(The following recommendations have been excerpted from work done by Ed Stupka and Bonnie Eddy and are used by the Advising Services of Saint Mary's College. The complete list was distributed at a workshop for faculty and staff members in December, 1992. Ed.)

1. Let students know that for every hour in a lecture-type class they are expected to spend two hours in outside preparation.
2. Discuss and enforce the official attendance policy.
3. Classroom practices:
 - Learn and use students names.
 - Reinforce effort: progress will come. We tend to withhold positive feedback until all work is completed to our satisfaction.
 - Show caring. The telephone is an effective way of doing this. State the facts; avoid critical or threatening comments. Offer encouragement by stating that you want students to be successful in your class.
 - Inform students of the need for their own personal support network.
 - Avoid sarcasm or scolding: they frequently elicit anger or a defensive response.
 - Be human: willing, vulnerable, truthful, accepting...
 - When students fail to meet your expectations:
 - a. Make a positive comment about their effort, skills, or behavior.
 - b. Ask students what you can do to support their success and then wait for their response.
 - c. State the facts and express your concern in a non-judgmental way.
 - d. Avoid put-downs, harsh statements, sarcasm and threatening comments.
 - e. Clarify your expectations and move discussion toward promise.
 - f. Seek to create a dialogue by asking if the current work represents the best effort.
4. Avoid judgments about student behavior or intentions. Stick with the facts. Responses that help:
 - "What can I do to support your success?"
 - "What will work for you?"
 - "That won't work for me."
 - "I am looking for commitment."

5. Encourage self-conscious study:
 - Program classroom time for conversation about the course.
 - Help students develop and express a meta-view of their performance. That is, help them learn how to become an objective observer of their own behavior.
 - Use classroom exercises that enable students to give each other feedback.
6. Make assignments perfectly clear both on a daily basis and on a semester basis. Return corrected assignments promptly.
7. Maximize use of classroom time. Start on time (and be courteous enough to end on time). Change pace often enough to stay within the attention span of students: plan more than one activity per period.
8. Be a model of what you expect from students.
9. Hold students accountable:
 - Realize that students are experienced at saying what they can't do.
 - Ask them to state what they can do.
 - Be willing to compromise without losing control.
 - Neutralize the student tactic of negotiation by talking about it ahead of time.